EFFECT OF INFORMATION TECHNOLOGY-BASED INSTRUCTION ON THE ACADEMIC PERFORMANCE IN SOCIAL STUDIES AMONG NCE STUDENTS IN KOGI STATE.

BY

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DECLARATION

I declare that this thesis entitled 'Effect of Information Technology-Based Instruction on the Academic Performance in social studies among NCE students in kogi state' has been performed by me in the department of Arts and Social sciences, faculty of Education, ABU, zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university.

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signature

16.04.2022
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CERTIFICATION

This thesis entitled "Effect of Information Technology-Based Instruction on the Academic Performance in social studies among NCE students in kogi state" by Ocheje Ajibili meets the regulations governing the award of the degree of Masters of Education of Ahmadu Bello University, Zaria, and its approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this thesis to the evergreen memory of my beloved father, Late Chief John Urah Ajibili and to all social studies methodologists in Nigeria.

ABSTRACT

IT-based insruction in contemporary education has the potentials to accelerate, enrich and deepen skills, and provide opportunities for connection between the school and the world of globalisation. It has been observed that since the introduction of mordern IT-based insruction into mordern teaching and learning process, social studies education is yet to comply adequately with this trend of teaching, this is due to the fact that most teachers and students in social studies are not computer literate. Even in cases where the teachers are literate, they find it challenging to alter the traditional techniques of teaching in favour modern IT-based instruction. Basically, the thrust of this experiment is centered on the effect of Information Technology-based instruction on the academic performance in social studies among NCE students in Kogi state, thus, the quasi experimental design was adopted for the study and a sample of 120 was selected through the simple ramdom sampling. The SPSS version 16 was used to analyse the t-test statistic, and the level of significance for determining the statistical significance of the study, was placed at 0.05 with the degree of freedom of 118 for hypothesis one and 58 for hypotheses two, three and four. The result showed among other findings that there is significant difference between the academic performance of students taught social studies using IT-based instruction and their counterparts taught with traditional techniques. The result of the findings revealed further that gender is not a barrier to the application of IT-based instruction into social studies teaching and the last leg of the experiment affirmed the postulation that there is a significant difference between the academic performance of social studies students in Federal government-owned institution and state government-owned institution when applying IT-based instruction in teaching, this means that the location of an institution is paramount to the academic performance of students in social studies education. Finally, the study recommended an outright incorporation of modern IT-based instruction in teaching. It called for the training and retraining of social studies teachers in the organisation of contents using IT-based instruction in teaching.

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LIST OF ABBREVIATIONS

I.T:	Information Technology
MS:	Microsoft
SPSS:	Special Package for Social Sciences
C.A:	Continuous Assessment
CD ROM:	Compact Disc Read Only Memory
WWW:	World Wide Web
NITDA:	Nigerian Information Technology Development Agency
PC:	Personal Computer
CAI:	Computer Assisted Instruction

OPERATIONAL DEFINITION OF TERMS.

Information Technology: refers to the utilization of electronic equipments such as computers, digital projectors and internet facilities for storing, analyzing and distributing educational information for the transmission of functional instructions to learners in a systematic way.

Education: connotes the process of inculcating, and acquiring the right type of knowledge, through information technology-based instruction to enable the child become relevant in this era of globalisation.

Educational order: this connotes a new trend of learning experience built on the principles of information technology.

Traditional techniques: *this refers to the non- IT-based techniques used in* teaching in any social studies classroom.

Projector: this is an information technology-based equipment used for transmitting learning experiences to learners by making the image appear conspicously with graphical effects on a white surface or board.

Literacy: ability of teachers and students to possess computer skills and apply these skills in teaching and learning process in social studies.

CHAPTER ONE
INTRODUCTION

1.1. Background to the study

Education globally has been identified as bedrock for sustainable national development. It is a tool used for the achievement of any reformation drive, which propels a nation to acquire a status of global recognition. This education has undoubtedly turned out to be one of the most important needs for the well being of any society and a powerful instrument for social progress. Thus, retinues of some sorts of super structures like good schools, efficient teachers/professionals; effective and contemporary teaching techniques must be put in place for an individual or a nation to attain a continuum of professional growth. To enhance this educational epoch-making instruction in schools, Olakulehin (2007:1) observed that "there has to be a functional teaching strategy which will provide teachers with the skills and professional abilities to motivate learners to learn assist them in acquiring the right type of understandings, concepts, values and attitudes". This in essence will make them productive members of the society in which they are born, grow and live.

In the face of the social, political and economic decay that has characterized the Nigerian society generally and education in particular over the years, one may wonder how information technology can occupy a position in the teaching and learning of social studies, to expose learners to the intricacies perpetrating the Nigerian society? It is relevant, in view of the penetration of IT in these emerging global reforms and due to its dynamic, interactive, flexibility and emerging contents. According to Kwache (2007:2), "IT has made impacts on the quality and quantity of teaching, learning and

research in the traditional and/or distance educational institutions using it". In the words of Yusuf (2005) cited in Kwache (2007:2):

> Information technology provides real opportunities for individualized Instruction. It has the potentials to accelerate, enrich and deepen skills; To motivate and engage students in learning; to help relate school experiences to work practices; to help create economic viability for tomorrow's workers; contribute to radical changes in schools; to strengthen teaching and to provide opportunities for connection between the school and the world. It has brought about rapid technological, social, political, and economic transformation, which has eventuated in a network society organized around IT.

Considering IT as crucial allies of development process, Nigerian educational policy makers and social planners, in recognition of its potentials for leveraging existing social stratifications, have placed premium on the development and exploitation of the sector. This is further reflected in the emphatic resonance in the National Policy on Education N.P.E (2004:12) when the federal government maintained in section 4 (m) that:

> In recognition of the prominent role of Information and Technology in advancing knowledge and skills necessary for functioning in the modern world, there is an urgent need to integrate information and communication technology (ICT) into education in Nigeria. That government shall provide necessary Infrastructure and training for integration of I.T in school system in Recognition of the role of I.T in advancing knowledge and skills in the modern world.

Social studies being a product of the society and a conventional school subject in the school system has been described by Okam (1998) in Oyebola (2007:220) as "an interdisciplinary approach to the study of human beings in group interrelationship with both their social and physical environments". More emphatically, social studies underscores the preparation and

mobilization of learners for the purpose of enabling them cultivate an awareness and understanding that would transform them into citizens with skills, competencies, moral values and reasoned judgment. This will enable them to effectively live, interact, interrelate, and contribute positively to the economic, social, political and cultural development of their societies.

It is important to note that the National Policy on Education (NPE) gave a prominent role to social studies within the school curriculum as a core subject area, which all pupils in primary and secondary schools cannot dispense with in their learning activities. This is perhaps, in recognition of the potentials of social studies even at tertiary levels, to inculcate the right kind of skills and virtues through unified and integrated disciplinary study of man. No wonder Oyebola (2007:221) sees it as "an eclectic distillation of many disciplines including history, political science, geography, anthropology, psychology, economics, religious studies, agricultural science, sociology, civics, philosophy, medicine, and technology". He stressed further that "the epistemology of social studies is largely conceptualized on the theory of Integration of related subjects that stressed in effect, the need to make connections within these disciplines towards understanding of man and his Interaction with his total environment".

Obviously, this assertion calls for the optimum use of information technology, which has a rich content and a wide coverage to accommodate the multidimensional contents in the teaching and learning of social studies at all Colleges of Education. In the submissions of Agyeman (2007:7), he maintained that the acquisition of IT skills and capabilities have recently been made mandatory as part of the minimum standard for teacher education at the Nigerian Certificate in Education and first degree in university level. Also

some universities in Nigeria have made I.T skills a requirement for continuing and graduating student.

For the above reasons and others, Agyeman further reports that the National University Commission (NUC), the government agency responsible for registering and regulating universities, has prescribed Personal Computer (PC) ownership for universities as follows: one to every four students; one PC to every two lecturers below the grade of lecturer 1; one PC per senior lecturer; and one note book per professor/reader. He maintained that, while some universities like the Nnamdi Azikiwe University have achieved a better ratio for their faculty, the same cannot be said for the PC-to-student ratio. However some universities have made giant stride in Campus-Wide Area Networking (CAN) and e-learning course deliveries.

The Obafemi Awolowo University (OAU) boasts of having the best-developed IT system in the country with its own V-SAT access to the Internet and a campus-wide intranet. OAU has embarked on the progressive application of IT to all its functions and services-academic, research and administration. The OAU has more than 6,000 users on more than 1,000 computers distributed in 15 computer laboratories across the campus. The University of Jos (UNIJOS) today is blazing the trail for content development and e-learning in addition to campus-networking, in collaboration with AVOIR (African Virtual Open Initiative and Resources) and the Carnegie Corporation (USA), to develop e-learning program for several departments. The National Open University of Nigeria (NOUN), established in 2002, is not left behind in this trend of development. It dreams to establish more study centers not only in each of the 36 states of the federation but also at local government areas, in order to make tertiary education available to all citizens. The teacher education is not equally neglected, as they have been impacted by

the current IT revolution, to equip teachers and students with IT skills and its applicability to facilitate teaching-learning process. Therefore, the question that comes to mind at this stage is that; with the emergence of IT innovations in other institutions of learning, to what extent can we justify the effects of IT-based instruction in Colleges of Education (COEs) in Kogi state, precisely in the teaching and learning of social studies? This is where the thrust of this research revolves.

1.2. Statement of the problem:

IT-based insruction in contemporary education has the potentials to accelerate, enrich and deepen skills, motivate and engage students in learning and provide opportunities for connection between the school and the world of globalisation. It has been observed that since the introduction of mordern IT-based insruction into mordern teaching and learning process, social studies education is yet to comply fervently with this trend of teaching. This ugly developmennt is owing to the fact that most instructors and students in social studies are not computer literate. In cases where the teachers are literate in computer, they find it very difficult and challenging to alter their traditional teaching strategies to successfully commit their time and resources in preparing, organising and presenting an IT-based instruction. On the part of students, most of them as observed are not conversant with this modern trend of teaching. They are dogmatic to the non-IT-based instruction in teaching which is fast becoming an outmodelled practice of instruction oweing to the tide of globalisation. In otherwords these teachers and students in social studies see IT-based instruction as cumbersome, time consuming, expensive and difficult to adopt. These obvious challenges in the perception of the researcher, might deprive the teachers and students from interacting with morden teaching techniques and thus, cannot compete favourably with modern

trends of teaching and learning which will make them relevant in this modern society of information explosion. Often times, the researcher wonders why these abnomalities exist in social studies. Could it be that the locations of these institutions are responsible for the poor application of IT-based instruction in social studies? Perhaps they are located in places where social infrastructure and other Information Technology facilities are not available to some extent. Or could it be that preference has over the years been given to traditional teaching techniques more than IT-oriented technique? Could other reasons adduced be the inability of social studies teachers to adopt a suitable version of IT package(s) to prepare, produce and transmitt an IT-based instruction? Or could gender have its own effects on the application of IT-based instruction and its corresponding performance on social studies students? The response to these questions, direct the focus of this research, which does not stand to condemn in totality other non IT-based techniques in social studies against the much cherished IT-based instruction, but to make students necessarily justify the relevance and the vital need for IT-based instruction in social studies particularly in this globalised world.

1.3. Objectives of the study:

The objectives of this study in view of the above are to:

I- Justify the effect of IT-based instruction in teaching of social studies to enhance the academic performance of social studies in COEs;

II- Identify the IT package that is most suitable for teaching in social studies to enhance the performance of students among students in COEs;

III- Justify the location of an institution as very important to the application of IT-based instruction in the teaching of social studies to enhance the performance of students;

IV- Clearly Justify that gender is not a barrier to the performance of students when applying IT-based instruction in teaching.

1.4. Research questions:

The following are the research questions for the study:

I. What is the difference between the academic performance of social studies students subjected to IT-based instruction and their counterparts taught with traditional techniques in social studies?

II. What difference could be deduced from the academic performance of social studies students taught with microsoft powerpoint and their counterparts subjected to microsoft word?

III. What effect does gender have on the academic performance of NCE social studies students when IT-based instruction is applied in teaching?

I.V. what is the difference between the academic performance of students In Federal government-owned institution and their counterparts in state government-owned institution when IT-based instruction is applied?

1.5. Research Hypotheses

For the purpose of this study, the following hypotheses are formulated:

HO_1: there is no significant difference between the academic performance of students taught social studies with IT packages and those taught with traditional techniques.

HO_2: there is no significant difference between the academic performance of students taught social studies with Microsoft power point and those taught with Microsoft word.

HO_3: there is no significant difference between the academic performance of social studies male and female students taught with IT packages.

HO_4: there is no significant difference between the academic performance of social studies students in Federal government-owned institution and students in state government-owned institution when applying IT-based instruction into teaching.

1.6. Basic Assumptions.

Based on the objectives of the study, Research questions and Hypothesis raised in this study, the following assumptions are made. That:

I. IT-based instuction will enhance the performance of students better than the traditional techniques in social studies;

II. MS power point will be found to be suitable for use as a presentational software in social studies more than MS word;

III. Gender will affect the performance of students in social studies when IT-based instruction is applied.

IV. The location of an institution will enhance the performance of students in social studies.

1.7 Significance of the Study

The significance of this study to the Nigerian educational system generally and to social studies education specifically is that; it will unravel the imperatives of applying IT potentials in the teaching of social studies to enhance the performance of students in social studies education. Secondly, the study will encourage non IT-based social studies educators to patronise IT

devices to suppliment the traditional teaching techniques. These IT-enhanced teaching and learning will provide new opportunities for teachers and students to explore high-level coqnitive activities such as authonomy, creativity, problem solving, guided inquiry, simulations and team work.

Thirdly, the study will reveal the substantive effects of IT-based instruction in the teaching of social studies on students irrespective of the locations of their institutions. In essence, the study stands to establish with concrete artifacts, that students, devoid of their institutions would perform excellently when exposed to IT-based instruction in social studies. Finally, this epoch-making exercise will provide the platform for social studies teachers to improve and motivate students to learn by providing new instructional stimuli, activating the learner's response, providing a feedback, facilitating appropriate practice, sequencing learning appropriatly and providing a viable source of information for enhanced learning and interactive adaptation.

1.8. Scope of the study

The scope of the study is confined to the application of Microsoft power point-which is presentational software and the use of Microsoft word, to teach in a social studies classroom. The rationale for this scope is cummulatively built upon the fact that the study seeks to justify the effect of applying IT-based instruction into teaching to further enhance the performance of students in social studies education. For convenience of this study, two teacher training institutions in the state-which are the Federal College of Education (FCE), Okene and College of Education (COE) Ankpa, were used because social studies education has existing departments with the pedigree to produce social studies teachers in these institutions in the state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

According to Leedy (1997:17), "review of literature has several purposes, primarily, it is to assist one in attacking ones research problems by revealing investigations similar to ones own and can show one how other researchers handled methodological and design issues". Also, Gay (1996) in Akem (2007:58) reaffirmed that the research begins with ideas and concepts that are related to one another through hypothesis that is expected or an anticipated relationship. Thus, it is Manifest in this chapter to examine the review of related literature under the following components:

2.02 Theoretical Framework

2.03 Overview of the Historical Perspectives of Information Technology in Nigeria

2.04 Initiatives and Projects of Information Technology in Nigeria

2.05 The Nature of Social Studies in Nigeria

2.06 The Scope of Social Studies

2.07 The General Origins and Development of Social Studies in Nigeria

2.08 The Objectives of Social Studies Education Paramount to Information Technology Initiatives

2.09 Objectives of Information Technology Policy Intrinsic to Social Studies Education in Nigeria

2.10 The Imperatives of Information Technology to the Teaching of Social Studies

2.11 Constraints to the Effective Utilization of Information Technology in Teaching of Social Studies in Tertiary Institutions

2.12 Suggested Remedies to the Constraints of Information Technology on the Teaching of Social Studies.

2.13 Review of Related Empirical Studies

2.14 Summary

2.02 Theoretical framework:

- ***Meaning of Information Technology (IT).***

In view of the relative newness and integration of IT into education generally and in the teaching and learning of social studies in particular coupled with the multi dimensional accessories of IT, have led to an overdose of the meaning of Information Technology globally, and in the Nigerian context. Therefore a careful examination of various literatures amply equipped the researcher with numerous connotations as it relates to IT imperatives. To start with, Information put simply by Yakubu (2004:11) on one hand connotes "facts and opinions received or provided daily in the course of interaction with fellow beings or our environment". While Rushby (1979) in Okojie (2007:8) sees it as "that useful product which results from processed or transferred data".

Technology on the other hand according to Ibrahim (2007:15) is "the general term for the processes by which human beings fashion tools and machines to increase their control and understanding of the material environment". It is derived from the Greek word *'tekhn'* which refers to an art or craft, and *'logia'* meaning an area of study. Thus, he puts technology literally to mean study or science of crafting. Put differently, Ajayelemi (1990) in Bayero (2007:1) sees technology as "a study that deals with the application of knowledge in the solution to practical problems of everyday living". That the products of technology are techniques, devices, procedures,

processes and materials which make life comfortable for people whether in urban or rural areas, developed or developing countries. A close look at the above rudimentary definitions, give an idea on the interwovenness of IT as elements that cannot work independently without tapping the resources of each other as integral parts of globalization; knowing fully that globalization is an advanced stage of information technology. Since the concern of this research is on the combination of information and technology as tools for promoting effective teaching of social studies education in tertiary institutions, retinues of interesting definitions have been espoused. Thus, Rowley (1989:18) in Abdul salami (2003:164) defined Information Technology as "the acquisition, processing, storage and dissemination of information, textual, numerical, pictorial and vocal". In other words, "it is the collection, storage, processing, dissemination and use of information". Ekweme (1999:26) in Abdulsalami (2003:164) in response to this definition, maintained that IT is not confined to hardware and soft ware alone, but acknowledges the importance of man and the goals he sets for this technology, the values employed in making these choices and the assessment criteria used to determine whether he is controlling and being enriched by it. In the words of Marghalani (1987:43) quoted by Abdulsalami, the term Information Technology "encompasses the notion of the application of technologies to information handling (generation, storage, processing, retrieval and dissemination of information)". More emphatically, Information technology according to the American National Council for Educational technology (ANCET) (1995) in Orugbemi (2008:160) is the:

> handling and processing of information using electronic devices. It simply means the creation, collection, storage, processing, transmission, display and use of information by the people and machine. They can also be referred to as the technologies used

for assessing, processing, gathering, manipulating and presenting or communicating information.

Adamu (2004:4) in Danladi and Bulya (2006:225) sees Information Technology as a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. To Williams and Sawyer (2001) in Livinus, Tiough and Nevker (2006:10), Information Technology is the technology that emerges computing with high-speed communication links carrying data, sound and video. Interestingly Madu and Adeniran (2000) in Agishi (2006:60) described Information Technology as "a creation of new powerful electronic information and communication systems. That the application of computer, the use of radio and television, internet, audio-visual and telephone are all facets of information technology in education". Imoko (2001) in Onwuegbuna *et al* (2006:111), referred to information technology as "innovative electronic devices that can carry out such functions as receiving, storing, computing, analyzing, transmitting and retrieving information presented to it and allowing for one-to-one or group communication among humans". In the conceptions of Onwuegbuna *et al* (2006:111), Information Technology "is concerned with handling, manipulating and presentation of information usually through text, pictures and sounds using computers, tape recorders, robotic devices or other forms of instructional materials".

A cursory look at all the definitions above revealed to a comparative percentage some striking similarities-the major being that information technology is a process which involves the use of equipments and or gadgets (electronic) in gathering, processing and disseminating information to the wider public. It further implies that central to information technology is the use of computing power, typified by the abilities of machines to contain and

handle very large amounts of information within comparatively small physical space, coupled with the ability to extend these resources apparently through a variety of communication devices. The foregoing definitions further revealed that information technology implies the use of broad range of technological equipments such as mobile telephones, MP3/MP4/WMA storage devices; file transfer protocols, satellites, World Wide Web (WWW) etc. which are used for information exchange among people for different purposes. In the perfect words of Olakulehim (2007:1), these devices are capable of both synchronous and asynchronous communication formats with an advanced technological applications and concepts of multimedia. These teaching and learning devices which include a combination of data manipulators for example video, CD ROMs, storage devices (like flash drives, floppy discs, memory cards) etc help in facilitating interactive communication between and among individuals.

- ***Meaning of social studies.***

The relative newness of social studies in Nigerian schools, coupled with professional social studies educators and nonprofessionals or what Mezieobi et al (2008:1) referred to as *'generalist'* social studies personnel, have led to an overdose of social studies definitions. Put simply, definitions of social studies abound. Perhaps, the search for a definition of social studies in Nigeria that would provide the directional framework for our professional social studies practice, owing to the quest for Nigeria's conceptual definition of social studies, informs the availability of many definitions of social studies. Thus, a careful look and analysis of the definitions of social studies in educational literatures amply shows that social studies has been defined in diverse ways, with the consciousness of the programme according to Adeyoyin (1982:9), as been "an answer to specific and national problems". To start with, some earlier definitions of social studies would be given before

transcending into more contemporary connotations. Adeyoyin (1982:8) comprehensively sees social studies "as those common learning of man's interaction with his social and physical environment, adding that it is not only a study, but a way of life, of how man influences and is influenced by his physical, social, political, economic, psychological, and cultural environments". by this definition, social studies relates to the total experiences and understanding that a child gets as a result of learning about his environment, the problems of the surroundings and other aspects that affect his ways of life. Similarly, to Udoh (1984) in Orakwe (2007:137), social studies is "the study of man and the outcomes of his relationships and interactions with his environments". This definition is not farfetched from the position of Ellis (1997) cited in Orakwe (2007 :137) who conceptualizes social studies as "all that pertains to learning about people and the various ways in which they interact with each other and with the various environments in which they find themselves". All these definitions can go on and on. However, it is important to note that social studies is all about the study of man in his unending interactions with his environments, as he attempts to make them better placed. It is about human behaviors and interactions within specified environments be they physical or social.

Considering the definitions of social studies from a more contemporary perspective amiss the new era of challenges characterizing the programme globally, Dhand and Lyons (2007:133) maintained that the innovations and trends in the new face of social studies may not be new as most of the innovations have their roots in the past. However, a worthwhile survey herein depicts a clearer, multi-dimensional and with precision, interesting definitions of the programme to suit contemporary needs. This makes Ololobou's (1999) in Obi (2008:142) conceptualization worthy of note. To him, social studies is

"an organized, integrated study of man and his environment both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry".

A little drift to the 80s saturates this study with some definitions of experts of social studies like Dubey et al (1980) in Danladi (2000:195), who viewed social studies as "a subject that studies man and his activities in relation to his social, political, economic, cultural and physical environments for personal and societal development". Similarly, Dubey and Barth (1980:3) visualized social studies as "the investigation into human activities. It studies man at home, at work, at worship, in politics, at play, in the village, in the nation, everywhere he engages in his busy program of living. It is interested in man's problems about which decisions must be made". Ironically, with these status accorded to social studies, some experts still believe that social is not a subject but a group of federation of subjects-history, geography, economics, anthropology, psychology, sociology i.e (social sciences), often merged in an inexact and confusing ways (Keller, 1964 in Bolarin et al, 1996:65). He explained further that these subjects are interrelated subjected and taught as separate subjects but are frequently drawn upon to make up the social studies content. Aderalegbe (1980) in Bolarin et al(1996:65) vehemently disagreed with this view as they believe strongly that "social studies is a distinct subject and not an amalgamation of the subject listed by Keller and other writers". They held further that social studies is not the study of history or geography or economics as individual subjects, rather each of the social science subjects is regarded as a tool in the mastery of social studies concepts and in the attempt to achieve an understanding and application of social studies methods. In furtherance to these contentions, Ndubuisi (1984:29) in Olabode (2008:291)

replicated the definition of social studies, which shows the limits of the intrusion of social science in social studies. Therefore he maintained that:

> Social studies is the study of man's social relationship with fellow man in TIME, which is History, in SPACE which is GEOGRAPHY, in groups Which is SOCIOLOGY, in culture which is ANTHROPOLOGY, in Leadership which is GOVERNMENT, in Exploitation of Resources which is ECONOMICS and in response to Stimulus, which is PSYCHOLOGY.

Sequel to the multivariate definitions supra, it shows that social studies could be viewed from different perspectives. From whatever angle social studies is viewed, Mezieobi et al (2008:s2), summarized the definitions of social studies to fall within the below connotations. That, it is seen as:

I. simplified social sciences;
II. a synonym of the social sciences;
III. a combination of selected aspects of the social sciences and the humanities without each of the distinct subject areas losing its separate identity;
IV. an integrative subject which blends the contents, concept, methods and generalizations from the social science, the humanities, the sciences while in the resultant fusion, each of these discrete discipline loses its separate identity;
V. a supplement or compliment of the traditional subjects or disciplines of the humanities and the social sciences;
VI. an outright substitute for or displacement of the subjects in the social sciences and the humanities at the primary and junior secondary school levels of education system;
VII. applied social sciences;
VIII. citizenship education;

IX. a new form of introductory courses in humanities and the sciences;

X. human skills' development field of study;

XI. ecological studies; and

XII. Value-oriented education.

Since none of the foregoing perspectives of social studies completely tell what social studies entails, it then means that the definitions of social studies really abound, which clearly indicates that the objectives of social studies education is diverse, depending on the environment in which it is being operated. In this direction, the study is interested inter alia, with the definitions espoused by Mezieobi et al (2008:2), who defined social studies as:

> an integrative field of study which probes man's symbiotic relationships with his environments, endows man with reflective or contemplative capacities, intellectual, affective, social and works skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society.

2.03. Overview of the historical perspectives of Information Technology (IT) in Nigeria.

The federal government of Nigeria declared Information and Communication Technology (ICT), as a national priority in the year 2001. In the words of Obasanjo (2001) cited in Yakubu (2004:1), he said:

> Although we are starting late, we determine to develop our information and communication technology infrastructure with unusual access, capability in shortest time. We shall connect our colleges, universities, research institute and other public sectors to the internet.

According to Okojie (2007:10), the decision to make information technology a national policy is in keeping with the programme of a New Partnership for Africa's Development (NEPAD) to accelerate investment in

information communication technology. To this end, the Nigerian Information Technology Development Agency (NITDA) was created. The strategy for NITDA is to among others:

I. coordinate a program for the development of national Information Technology infrastructure;

II. provide adequate connectivity to the global information technology Infrastructure;

III. advancing open standards for further liberalization and the fiscal measures, including incentives to substantially improve teledensity and make information technology more accessible and more affordable to Nigerians;

IV. establish information technology packages as incubating centers for the development of software applications at national, state and local government levels;

V. Restructure the educational system at all challenges of the information age and in particular, the allocation of a special information technology development fund to education at all levels etc.

Furthermore, there was the introduction of Global system for Mobile Communication (GSM) in Nigeria, which made teachers to take advantage in the domestic and international communication either through the One-dial International calls or through the GSM text message system whereby little amount is charged from the service system.

Subsequently, there came the issue of Telecommunication Bill Draft which made provisions for the setting up of a universal Access Fund (UAF) whose main function would be to ensure availability and accessibility of telecommunication services at affordable prices, for all the disadvantaged

introduction at primary education, the energy problem motivated the government to embrace the United States computer program for Nigeria's 24 million public primary school children. The government ordered one million of the laptops which can be cranked and do not need external power supply, for the primary school children. The laptop has in-built wireless networking, uses a 512 MB flash memory with a hard disc, and has two USB ports to which memory or device could be attached. It has a new interface known as sugar and comes with a web browser and a web processor. Given the energy and landscape described above, Tutu maintained that it may require a country-wide extension and provision of wireless internet facilities by private mobile operators, like MTN, GLOBA COM, ZAIN, RELTEL, VISA phone and MULTILINKS, accompanied by the provision of alternative sources of electricity to enable optimum usage of the laptop by Nigerian elementary schools. The laptops according to world fact book (2007:1) are yet to appear in the country as experts continue to debate the appropriateness of that IT approach for Nigerian primary schools. Though, some private elementary schools have computer laboratories, especially those located in the high-class zones of big cities.

- ***Information Technology at Secondary level Education.***

In the secondary schools, there is the appearance of the school-NET Nigerian which is a nonprofit organization created to address the use of IT in Nigerian schools with the support of several government ministries. It is a public sector initiative, geared at mobilizing Nigeria's human and financial resources for the purpose of using IT in education. School Net creates learning communities of educators and learners to use IT to enhance education by:

I. Implementing, supporting and coordinating IT development project in education;

communities most especially those in rural areas. Therefore, the rural telephony project became another program embarked upon by the federal government to connect over 500 Local Government Headquarters with communication facilities.

Under the new policy on communication, the Nigerian Communication Commissions was strengthened to deregulate the telecommunication industry. The objective of the commission was to promote fair competition and efficient market conduct, overall regulation and creation of an enabling environment for the efficient supply of and affordable access to telecommunication services through public and private offerings. The National Information Technology Development Agency (NITDA) is to recognize the potential of Information Communication Technology education, as the bedrock for the Nigerian economy. To this end, the private organizations began to work with government educational establishments to develop Information Technology curriculum for the educational institutions to make for an early information and communication technology culture. These efforts is in the exhaustive fulfillment of section 4 sub-section 19(m) of the National Policy on Education (2004:12) 4th edition which posits that:

> In recognition of prominent role of information and Communication technology in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate Information and Communication Technology (IT) into education in Nigeria. That government shall provide basic infrastructure and training for the realization of this goals.

2.04 Initiatives and Projects of Information Technology (IT) in Nigeria.

Interestingly, according to Tutu (2007:6), "IT has thrived in primary, secondary and tertiary education in Nigeria". Record has it that; pursuant to IT

II. Providing and supporting lower-cost, scalable technology solution and internet for schools;

III. Providing supporting mechanism for schools for technical infrastructure and connectivity.

School Net Nigeria has in collaboration with the mobile phone operators MTN, established IT laboratories/cyber café for four schools in four states in each of a four phase project using local Internet Service Providers (ISP). School Net is yet to embark on phase four of the project. Similarly, school Net Nigeria in collaboration with the computer company Busy net is setting up IT laboratories/cyber café in 4 schools in 12 states. According to Okhiria (2007:17), another initiatives by Zinox computers, a private computer company, in collaboration with Microsoft, is set to revolutionize IT usage in education from the primary to university level. Zinox's strategy is targeted at students, lectures, and the institute themselves. The company provides the computers at highly discounted prices and hopes with government support to achieve 75% IT application in Nigeria schools by 2010. First Bank of Nigeria is bankrolling the project. IT laboratories are set up for schools that repay in two to three years. Lecturers repay their laptops in one year.

The IT revolution has also registered corporate banking not only with computer companies like Zinox but also with the banks. Over 80 schools have benefited from the Zenith Bank's IT for youth empowerment scheme. The scheme focuses on assisting Nigeria youth to bridge the digital divide through early introduction of IT. Each school receives a minimum of 10 computers. To encourage the use of IT, the bank organized an annual IT empowerment forum for youth that attract about 2000 secondary-and-tertiary-level students. The bank distributed 100 Personal Digital Assistant (PDA) to the first 100 students to arrive at the venue in 2006.

- ***Information Technology at Tertiary level Education:***

In the words of Okhiria (2007:18), the National Universities Commission (NUC), the government agency responsible for registering and regulating universities, has prescribed PC ownership for universities as follows; one to every four students, one PC to every two lecturers below the grade of lecturer I, one PC per senior lecturer and one note book per Professor/Reader. While some universities like the Nnamdi Azikiwe University have achieved a better ratio for their faculty, the same cannot be said for the PC-to- student ratio. However, some universities have made giant stride in Campus-Wide-Area networking and e-learning course deliveries.

The Obafemi Awolowo University (OAU) boasts of having the best developed IT system in the country with its own V-SAT access to the internet and a Campus-Wide intranet. OAU has embarked on the progressive application of IT to all its functions and services-academic, research and administrative. The OAU has more than 6000 users on more than 1000 computers distributed in 15 computers laboratories across the campus. Meanwhile, among the Universities, the Ahmadu Bello University (ABU) and University of Jos (UNIJOS) are blazing the trail for content development and E-learning in addition to Campus networking. UNIJOS for instance in collaboration with African Virtual Open Initiatives and Resources (AVOIR) and the Carnegie Corporation USA, has developed e-learning program for several departments. One notable achievement is the medicine by e-learning websites of the department of Anatomy of UNIJOS that permits students to undertake virtual electronic dissections --a phenomenon believed to be first of its kind in medical training worldwide. Under a collaborative program, lecturers from the universities of Oxford and Cambridge have facilitated courses as part of the IT initiative sponsored by A.G Leventis. The National

Open Universities of Nigeria (NOUN) established in 2002, has created Over 27 centers across the country. NOUN's dream is to establish study centers not only in the 36 states of the federation but also at the Local government area in order to make tertiary education available to all citizens. Each NOUN centre is a computer laboratory/cyber café equipped with a minimum of 25 computers in a Local Area Network (LAN) configuration. The centers are yet to be connected to NOUN's Repository, Reproduction, Distribution and Administration Headquarters (REPODA HQ) through a Wide Area Network (WAN) to enable the mainstreaming of the following activities:

I. training and learning;
II. assessment and testing;
III. interactive sessions;
IV. communication (e-mail, chat etc);
V. internet access;
VI. access to virtual library; and
VII. Other computer applications.

The NUC started an on-line Mandatory Continuous Professional Development (MCPD) program in pedagogy called the Virtual Institute for Higher Education pedagogy for lecturers who do not have qualification in education. Finally acquisitions of basic IT skills and capabilities have recently been made mandatory as part of the minimum standard for teacher education at the Nigerian certificate and first degree in education level. Also some universities in Nigeria have made IT skills a requirement for continuing and graduating students. The teacher education colleges have also been impacted by the current IT revolution. To further solidify this development, the Microsoft and Cisco according to Taiwo (2007) in Agyeman (2007:9) have signed an MOU with the Education Trust Fund (ETF) under the Microsoft

Partners in Learning program (PIL) to develop the IT skills of teachers. They are jointly building a teacher-training methodology that will become the future standard for schools country-wide.

2.05. The nature of social studies in Nigeria.

It is a known fact today that education in Africa has generally gone through many changes within this age of globalization. Thus, the purported newness of social studies in the annals of African experiences according to Bayujusa (1981:10) could be seen as "an African idea and creation of concerned educators and philosophers such as Kwame Nkrumah, Tafawa Balewa, Julius K. Nyerere, Jomo-Kenyatta, Leopold Sengor and a host of many others". These people studied in the colonial system, saw its demerits and fought it to become heroes and reformers. What they recommended and wrote down as policies and charters have become the pillars from which the present day educational policies take roots. While deviating from this background, it is pertinent to see the nature of social studies in the light of national development that comes as a result of cultural flow and transfer of ideas. Bayejusa (1980:11) further stressed the nature of social studies to be a corrective study that aims at upsetting the colonial eras and also examining the present educational system. That its study emphasizes the importance of man in the central position and his activities in relation to his various environments which could be physical, social, or psychological. The simple truth is that, man can only exist in his varied environments by understanding, interacting, organizing and running his society in an orderly, cultural, economic and political setting. Hence, social studies will try to gather relevant knowledge, values and skills centered on the subjects that form parts of these broad spheres of man. To further justify the nature of social studies, Akinlaye (2003:6) asserts that:

> The main aspiration of social studies is to get learners in school to better understanding of the intricacies of man's existence on earth. With such an understanding, they would then be better equipped to live and interact more effectively and meaningfully within their own environments. it torches dearly at the very heart of our society that most importantly, it provides training in inquiry (finding out), critical thinking, problem solving, decision making skills and rational social action or participation all of which are vital for the survival and development of the individual and the society.

With this assertion, if social studies looks at man and his world or environments from a holistic perspective-seeing the world as a whole, it then follows that knowledge, man's life and human behavior cannot be better understood in fragments. This notion makes social studies according to *Mezieobi, Fubura and Mezieobi (2008:5) to adopt the integrative approach to* knowledge by blending or fussing relevant content, concepts, methods and generalization, to make the learners see the world as a whole, and in addition, develop an integrated view of reality and free himself from the narrow confines of traditional social science discipline.

Interestingly, according to them, the new social studies today places emphasis on 'classroom without walls' in the community. That it does not restrict social studies learning and teaching to the formal classrooms in designated educational institutions. It extends social studies interactive teaching to the communities to compliment formal classroom teaching. They finally maintained that social studies learning materials are plentiful in the communities in which our schools are located and therefore should be utilized there and then in the communities in the spirit of the 'classroom without walls'. These progression thus makes the utilization of Information Technology in the teaching of social studies inevitable at all spheres of our

educational institutions and would help avert what Bayero (2007:4) refers to as 'traditional practice of teacher-centered approach in teaching' that has become a thing of the past. That IT would make social studies teachers keep themselves constantly abreast with contemporary happening in the field almost on a daily basis via internet exploration, otherwise they will stand the risk of being less informed than their students who are computer literate with opportunities of browsing through the Internet.

2.06. The scope of social studies.

Scope of social studies in the words of Mezieobi et al (2008:7) refers to the subject matter, skills, values, attitudes and believes that have been or can be included in the social studies program. It is the content coverage of the social studies syllabus or curriculum content. The scope of social studies is so vast or broad and ordinarily limitless. The scope, however extensive, according to Esezobor (2009:1) derives its concepts from the principles of holistic approach to the acquisition of knowledge and in accordance with these principles, incorporates the relevant and related subject areas to constitute a body of knowledge which is principally directed at the attainment of citizenship education. In other words, Fadeiye (2005:13), reaffirmed the scope of social studies as that which aims at "presenting knowledge as a whole rather than departmentalizing or in the exact word of Esezobor (2009:1) 'compartmentalizing' it as other social science subjects do". Fadeiye (2005:13), maintained further that:

> Social studies therefore studies man in depth and use the interdisciplinary approach in its teaching just in an attempt to present knowledge as a whole. Social studies does not believe in theorizing, instead it integrates the different theories with a view to understanding the problems confronting man and offering realistic solutions.

More so, the scope of social studies however essential to better help in the understanding of the intricacies of man's existence on earth, Fadeiye (2005:14) submits that "it uses concentric approach in teaching otherwise known as spiral or expanding horizon pattern". That the knowledge in social studies is considered in different maxims which "Proceeds from known to unknown, Proceeds from concrete to abstract, proceeds from particular to general, proceeds from simple to complex, proceed from easy to the more difficult, proceeds from induction to deduction. That the topics in social studies are topics that graduate from home, school, to the community, state, nation and the world at large".

None the less, the scope of social studies varies depending on the level one wants to consider it. Thus Bayejusa (1980:12) was positive when he maintained that "the scope of social studies will remain an ever-changing area given the factors of space, time and human development". This position makes Mezieobi's et al (2008:8) version of the scope of social studies appealing. To them;

I. The content of social studies is tailored specifically to a particular society like Nigeria. Content can be drawn from anywhere in the universe to enrich or compliment the local content.

II. The content focuses largely on what is on ground-the present-with an eye on what it should be in the future. The past is never ignored as there are experiences that may be drawn to enrich the present or future content of social studies.

III. The content of social studies is drawn from the social sciences, the humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, and parents

and from resource person and places, ideas, past activities and thoughts.

IV. The syllabus or curriculum of social studies is flexible and accommodates new trends or changes, problems or aspirations in the world or in a society that bears relevant to social studies teaching as the classroom must reflect to the goings-on in the society. The implication of this is that, the scope of social studies is continuously enlarging to accommodate the rapidity of knowledge explosion and knowledge implosion.

The scope of social studies remains the study of the society with the aim of helping pupils understand the world in which they live and how it came to be so that they may become responsible citizens. As a matter of fact it is of noble concern to examine the scope of social studies in other countries, which seem to have similar background with Nigerian society. Sequel to this, the researcher read through a collection of social studies literature and found out among others that the scope and features of social studies in the Republic of India will suit this educational epoch-making relationship. This in the perception of the researcher will give social studies a global outlook. Thus, in the analysis of Singh (2008:3-4), he argued comparatively that social studies is an encumbrance of the following:

I. **Compound rather than mixture:** Social studies is a compound rather than a mixture in which the ingredients lose their identity and something new emerges out of the combination. Social studies differ from teaching of history, geography, econornics and civics. The subject areas, which constitute it acquire a new meaning and assume a new dimension.

II. **Socio-economic central theme:** the central theme of social studies is socio-economic and occupational usefulness. Its main object is to prepare

the child for wholesome social living. The child begins to appreciate the geographical elements of his environment and to understand how the gifts of nature are processed to produce goods for serving the various needs of man. He gets an idea of the social and cultural life in different parts of the country and the world. He gets opportunities to develop socially desirable habits, attitudes and values and becomes broadly acquainted with the functioning of political and social institutions.

III. **Study of the web of social relationships;** it is the study of web of relationships that develop between and among people and their environment. It deals with individuals only for the purpose of securing additional light on the larger social realities, classes, groups, institutions, traditions and organizations. Intellectual and social skills and attitudes relevant to the understanding of some aspects of social living are developed. A social study seeks to describe and analyze the effects of work in mines, factories, on farms and on people living on a mountain, a sea and a desert.

IV. **Realistic course:** real life situations are the laboratories of such social studies concepts as interaction, cooperation and inter-dependence. It studies the problems and processes man faces as he carries on his basic activities.

V. **Inter disciplinary social science:** social studies is a broad and composite interdisciplinary social science, which draws its information from different social science to unfold the total environment of the child with specific reference to the physical, social and cultural elements. It helps in the study of historical, geographical and local relations and inter-relations.

VI. **Human study:** social studies focus on folks, not on technical processes or the machines. For example, in order to study man's increasing control on power resources, he takes his class to visit power projects. There he

will explain the likely effects of bringing electricity to the village on his pupils. This is because social studies deal not with machines or technical processes but with people, men and women, boys and girls and their inter-relationships.

While the scope of social studies looks limitless or terrifyingly broad considering it from domestic and international perspectives, the scope seems however to be restricted by the following:

I. the society-related or specific nature of social studies which makes it very possible for every country to prescribe what its curriculum content will be for any level of its education system including the primary schools; (Bolarin, Obebe and Olaniyonu, 1996:64),

II. Curriculum content is also limited by the level of the educational strata i.e. primary schools to which the content description is designed for;

III. The goal-emphasis differs from country to country and from one level of educational system to the other, but slightly related with countries with similar background (Singh:7);

IV. The scope is also limited by the quality of program implementers. Social studies goals will be better achieved by qualified and committed social studies teachers than the uncommitted, non-qualified teachers in social studies classrooms (Adejumobi, 1981:54); others factors as identified by Mezieobi et al (2008:9) include:

- Uncongenial social and work environment and poor conditions of service may impair social studies teachers' classroom input;
- The darts of professionally qualified social studies teachers who would be barren in the ontological, axiological and

epistemological requirements for effective social studies teaching and learning;

- Poor attitudes of learners to learning and bad study habits may lead to uncommitted attitude of teachers to teaching; instability in schools occasioned by teachers' and students' unrest and the frequent closure of schools due to inability of government to meet its financial obligations-salaries, fringe benefits on regular basis;
- Lethargic behavior of the political class and their education agencies in accepting social studies and giving it the desired attention;
- Paucity of instructional resources in schools;
- Nigerian schools being in general turmoil;
- The volume of confusion in school and society which makes what to teach in school not certain (Mezieobi and Domike, 1996 cited in Mezieobi et al, 2008:9).

2.07. The general origins and development of social studies in Nigeria.

There are divergent views on the origin/beginning of social studies in the universe. This inexact and unreliable view about the origin of social studies according to Mezieobi et al (2008:10) have created more confusion rather than shed correct light with exactitude, on the origin of social studies. Dubey and Barth (1980:2), Joof (1991) in Mezieobi et al (2008:10), Fadeiye (2005:5) and Esezobor (2009:1) asserted that social studies originated from the western world, perhaps Europe or Westen Europe as a tool to give satisfactory answers to the problems confronting man in his different environment. Ironically, Osakwe and Itedjere (1993) cited in Mezieobi et al (2008:10) held a contrary opinion. To them, social studies originated from the

United States of America (USA). They further went to point out the direction which the spread of social studies went. To them, from USA social studies found its way into Europe, especially Britain.

While the foregoing discrepancies were creating debates among scholars, Saxe (1991) an astute American professor of social studies education at the University of Pennsylvania in Philadelphia, USA as reported by Mezieobi et al (2008:11), allayed the fears of and doubt here in Nigeria when they emphatically stated that "the foundations of social studies education, had its beginning from Great Britain after 1820s and quickly spread to the United States". Without mincing words, for an American social studies professor to acknowledge this development, owing to the stereotype believe that Americans are full of themselves and think of themselves as the best in the world, we should accept and ascribe the general origins of social studies in the world to Great Britain from where it (social studies) spread to other parts of the world including Nigeria. With this evidence in a nut shell, the researcher is quickly inclined to believe that social studies was imported to Nigeria from Great Britain, even though those who provided the fillip for its introduction were Americans.

It has been observed that related literature amply portrayed some sorts of controversies amongst Nigerian scholars and writers, who do not agree with certainty when social studies made its first appearance on the shores of Nigeria or its schools. Foremost of all is Obilo (1981) and Ezegbe (1987) as contained in Mezieobi et al (2008:11), who put the emergence of social studies in Nigerian schools to the 'early 1960s'. Fadeiye (2005:14) puts it at the mid 60s. Obebe 1987 in Mezieobi et al puts it at the late 60s. To Adeyoyin (1982:13), social studies was introduced in Nigeria in the colonial era with the establishment of schools with the concern to develop the whole man through

education. she maintained that the social studies which the colonial masters introduced was couched in the then religious curriculum, with the desired outcome to create a 'God fearing' individual who could hold up his head in public.

However, in the submission of Mezieobi (1992:2) in Mezeobi et al (2008:11) he debunked these social studies imported-origin-hypothesis and says the ascription of the origin of social studies to the colonial times is a fallacy. He noted that the 1960s emergent-origin theory of social studies in Nigeria is untrue and therefore unfounded. To him, social studies has been there right from the inception of Nigeria in the pre-colonial days or in Nigeria's indigenous times with goals, content, methodology and evaluative practices that met the aspiration of Nigerians. He stated further that what is new is the concept-social studies-which was really borrowed and social studies which became as a discrete subject in the Nigerian schools. Even in Nigeria, the social studies content is Nigeria-specific as it focuses largely on the Nigerian environment and its lifestyle.

To further express this contention, Mezieobi et al, (2008:12) argued that the pre-colonial Nigeria was very rich in the social content area which predominantly constitute the then 'social studies' and in fact indigenous education. Though the curriculum was undocumented but placed prominence on the traditional people because of the relevance of their social life that depended exclusively on the social content areas of the traditional social studies which Mezieobi (2008:13) et al emphasized, include:

I. the learning of the peoples local and family history, myths, oral literature, proverbs and riddles, and the geography or the community and the adjourning of neighborhood;

II. Respect to elders, honesty and truthfulness, fear of the gods/goddesses, and learning of family gods/goddesses;

III. Character, values and virtues development and inculcation which traditional religion encouraged and promoted;

IV. Instruction on loyalty to the community, recognition of one's rights, obedience to elders, recognition of seniority, hospitality to people, cooperation in common task and respect for others.

Based on the prima facie impression above, it could be deduced that an answer to the modern history of social studies is twofold. One face as earlier mentioned was a claim by scholars that social studies has been in Nigeria right from inception in the traditional times i.e. in the social content of undocumented curriculum of pre-colonial times, which according to Iyela and Yar-Ali (2002:1) places unbounded emphasis on the cultivation of values, patriotism, inculcation of the spirit of responsibility for others, respect for worth and dignity of individual, development of the attitudes of tolerance and accommodation, increasing awareness...for better human interaction and progress. The other face of the history according to Adeyoyin (1982:13) connotes that social studies in Nigeria has its root in the ripples of curriculum innovation which began in Europe in the early 1930s. That with the rise of totalitarian regime in Europe in the 1930s, many educators felt the need to introduce the teaching of democratic values as a matter of policy which was spearheaded by the Association for Education in World Citizenship (AEWC). To support her view, Dubey and Barth (1980:1) earlier submitted that: Social studies in terms of subject matter have always been part of our curriculum in the school. That the content of social studies is the content of history, geography and other social sciences but with special connotation representing an integration of social sciences and the humanities. That social studies also

belong to the modern wave of good educational practice which stresses the importance of the process of learning.

From whatever trend the development of social studies is considered, one fact remains recurrent inter alia in the available literatures consulted as it relates to the history of social studies. This facts present it self in the submissions of Dubey and Barth (1980:2), Adeyoyin (1982:14), Bolarin, Obebe and Olaniyoju (1996:2), Tiamiyu (2002:10), Mezieobi et al (2008:16) and Esezobor (2009:4), who have continuously maintained a position on the evolution of social studies in Nigeria to begin from the former Western Region between 1950s-1960s, when the region had a joint educational venture with the university of Ohio, United States of America. This educational venture tagged 'Ohio project' was responsible for the introduction of social studies into then teacher training colleges in the western region. In the precise words of Esezobor (2009:4), "it was the Teacher Training Colleges that first embraced the teaching of social studies in Nigeria". A further evolution of social studies occurred in 1963, with the establishment of the comprehensive high school at Ayetoro near Abeokuta. Again it was a joint enterprise between the western region and USA, where the former entered into partnership with the American Agency for International Development (USAID), in an experiment in the comprehensive system of education and curriculum development. The bulk of teachers according to Esezobor (2009:4), that started teaching social studies at Ayetoro were Americans and Britons with few Nigerians like M.A. Makinde and Mr M.A Oladeji.

Another early achievement of the above experiment in view of the general awakening in curriculum reforms that saw the introduction of social studies, was the publication of the first social studies textbook for use in the lower levels of secondary schools. By the late 1968 according to Adeyoyin

(1982:15), this book received the acceptance of Nigerian educators at a critique conference held at the University of Lagos, sponsored by the Comparative Education Study and Adaptation Centre (CESAC) In 1969. Two important events which affected the development of social studies took place. Firstly, in January 1969, the Social Studies Association of Nigeria (SOSAN) was launched at the cooperative college, Ibadan. Its objectives among others were to:

I. promote the development of new curricula in social studies;

II. serve as a clearing house of ideas on social studies; and

III. encourage the teaching of social studies in Nigerian schools.

Secondly, in the mid-1969, a special conference on curriculum development was held at the University of Lagos to examine the issue of ideology, purpose, objective of Nigerian education. This conference gave birth to the Nigerian Educational Research Council (NERC), which has since been functioning as an arm of the Federal Ministry of Education.

In the northern part of the country, the Northern Nigeria Teacher Education Project (NNTEP), whose members consisted of Americans and Nigerians, produced a methods book for the teachers colleges. The Institute of Education, Ahmadu Bello University, along with the Teacher colleges at Bauchi, Bida, Ilorin, Katsina, Maiduguri and Sokoto who were part of NNTEP continued to spearhead social studies. Also the first national program for social studies was produce as a result of the National Curriculum Workshop sponsored by the institute in 1971. The institute continues to be actively involved in the development of curriculum and materials for social studies. It also sponsored frequent social studies in-service courses for teachers of all levels and offers a post-graduate Diploma in Education for social studies teachers.

According to Dubey and Barth (1980:2), the Faculty of Education, ABU Zaria pioneered the first B.Ed program in social studies and also offers post-graduate degrees in social studies. It is now possible to read up to PhD level in social studies in Nigeria. Summarily, Mezieobi et al (2008:16) asserts that irrespective of the fact that social studies was introduced in some schools in the then western region of Nigeria in 1963 beginning with the Aiyetoro experiment, it was not until September 13, 1982 that the formal social studies, as a discrete subject, was introduced in Nigeria on national scale. Since then social studies has enjoyed a place of pride, as a core curriculum, in the primary and junior secondary schools.

Finally, this historical perspective of social studies would not be complete if we do not distinctively examine the factors that provided the driving force for the introduction of social studies as a discrete school subject as identified by Mezieobi et al (2008:17), they are:

I. the irrelevance of the colonial social studies curriculum to the Nigerian environment;
II. the re-awakened interest and appreciations of the functionality of social studies perhaps in traditional Nigeria or its importance in Great Britain and America;
III. the wave of curriculum reforms geared towards educational relevance in Europe and the United States of America, which were aped by Nigerians for the reforms of their educational curriculum and practices;
IV. the determinations of Africa including Nigeria to keep the decision agreed on the 19th-30th August, 1968 Mombassa, Kenya Continental Conference to the effect that Africa's educational endeavors should

be made functional and sensitive to the real life experiences and needs of the people;

In addition, they identified a retinue of factors that were responsible for the introduction of social studies in Nigerian schools. These factors include:

I. Nigeria's positive response to the curriculum reform trends in the world community whereby Russia's launching into space of SPUTNIK on October 4th, 1957 and America's realization of the Techno-human education that will enhance human progress encouraged Nigeria to sue for that education via social studies that will improve human life;

II. The identified inadequacies and irrelevance of Nigeria's education up to independence, which did not reflect Nigeria's need, problems and aspirations, made Nigeria to look out elsewhere for the education of persons who will be endowed with the intellectual, reflective and social skills to make life worth living;

III. Nigerians were disenchanted with the dichotomization or fragmentation of disciplines of social sciences and the humanities which, in their distinctiveness, presented a false view with the real world. Social studies with its integrated approach to learning was seen as been capable of cutting across artificial subject divisions and presenting knowledge as an integral whole;

IV. The introduction of social studies in Nigerian schools was an implementation response of the decision of African countries at Mombasa, Kenya's conference in 1968 to the effect that all African countries should attune its integrated social studies programs to suit its peculiar needs and aspirations;

V. The success of social studies pilot test at Aiyetoro in Ogun state under the auspices or sponsorship of the American Agency for International Development (USAID) and Ford Foundation encouraged the introduction of social studies on a nationwide scale.

2.08. The Objectives of Social Studies Education Paramount to Information Technology Initiative.

Education in Nigeria has become a great concern to the government. This has led the federal government to establish the National Policy on Education (NPE) which has since its inception been reviewed to suit contemporary needs and compete favorably with the trend of globalization. To this end, the NPE clearly sets out national objectives for all levels of education in Nigeria. According to Dubey and Barth (1980:4) this objectives in turn, serves as a foundation for the development of social studies and other subjects. They said in their exact words that:

> The federal government believes that education is the greatest investment that a nation can make for the quick development of its economic, political, sociological and human resources. That the government desires Nigeria to be a just, free and democratic society, it is to be a society with full opportunities for all its citizens, and able to generate dynamic economy. It is to be a society which is strong, united and self-reliant. It is thought that education is the greatest force that can be used to bring about these goals of unity in Nigeria.

For the philosophy to be in harmony with national objective, they opined that, it has to be geared towards self realization, better human relationships and effective citizenship. This in the opinion of the researcher makes the epistemology of social studies better comprehended because it is in consonance with the National philosophy of Education and its objectives which Okonkwo (2004:6) admitted is based on: the integration of the

individuals into a good and effective citizens and equal educational opportunities for all citizens of the nation at the primary, Secondary and tertiary levels both inside and outside the formal school system.

Globally, social studies is conceived by Dhand and Lyons (2007:137) as "the study of people and their relationship with their social and physical environments which could provide the learner with the knowledge, skills and values necessary for effective participation in society". Orungbemi (2008:164) sees it as a discipline based on the belief that it can be a solution to man's social problems which cut across all facets of life. In the conception of Kissock (1981) cited in Okonkwo (2004:2), he sees social studies as "a program of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human begins have with each other, their world and themselves". From whatever perspective social studies is considered, suffice it to say that it is a study of man and his physical and social environments and how man as a holistic being interacts with his fellow human beings. To further express this, Okonkwo (2004:6) admits that, since Nigeria's philosophy on Education is based on the integration of the individual for effective citizenship, then the quality of instructions at all levels has to be oriented towards inculcating the following values:

I. respect for the worth and dignity of the individual;
II. faith in man's ability to make rational decisions;
III. moral and spiritual values in interpersonal and human relations;
IV. shared responsibility for the common good of the society;
V. Promotion of the emotional, physical and psychological health of all children.

In conjunction with this philosophy, the educational policy spells out the following aims for social studies education destined to help the individual develop physically and socially and be able to contribute to what Orungbemi (2008:164) refered to as "national development and reconstruction". This entails "Preparation and production of effective and functional citizens, Peaceful co-existence, responsible leadership, equipment of thinking skills, critical and decision making skills, healthy attitudes and desirable values and elimination of social vices".

With the above expressions, one can reliably say that social studies objectives are derived from the national and educational objectives. In the direct words of Okonkwo (2004:6), the two are similar because they aim at the achievement of similar goals such as national consciousness, national unity, development of positive attitudes towards democratic values and citizenship, trained, development of skills and acquisition of knowledge (e.g. facts, concepts and generalizations). Synonymously, both, according to Danladi (2006:31) cover the three Educational Domains i.e (Cognitive, Affective and Psychomotor domains). Thus, the researcher deems it fit in a nutshell to comment that social studies in terms of its objectives (which are much more limited and are usually more specific to what can be achieved within a lesson than aims which are general statements) is the most adequate subject for the realization of the national educational objectives. In view of the above analysis, Adeyoyin (1982:11) distinctively puts the general objectives of social studies education which in the perception of the researcher underpins the utilization of Information Technology in teaching social studies. They are:

I. the creation of an awareness in the learners about their surroundings;
II. the development of specific fundamentals such as the attitudes, values and norms of the society;

III. the promotion of effective and active citizenship;

IV. the promotion of an understanding of the social problems of their locality and finding possible solutions to them;

V. ability to relate favorably to the products and peoples of the nation;

VI. helping the learners to develop the right attitudes towards the leaders and the government;

VII. The creation of an understanding of their role during elections, especially on how to discharge their duties efficiently;

VIII. The development of the ability to think reflectively and come to independent conclusions.

IX. The development of an understanding of how the lives of the people who lived in the past affect our present day lives and how we can improve the present for the future;

X. The demonstration of the flexible and a willingness to accept necessary changes within a system i.e. education, government, or law, for the good of all;

XI. The appreciation of the rules and regulations that guide behaviour for mutual respect as very important regardless of our differences;

XII. The creation of an awareness that discipline is essential for an orderly society; And

XIII. To develop in the student an appreciation of his cultural heritage and a desire to preserve it (Jacob, 2000:2).

From the general objectives mentioned above, it is quite clear that, if social studies is taught with these general objectives in view, a good and useful, individual life, an ideal society and a perfect state will emerge, because it will according to Singh (2008:14) help the child acquire the right attitude, knowledge, understanding, social competence in his interaction with his

environment and promotion of international understanding. This international cohesion according to him will enable the child:

> Develop an understanding of the interdependence of all people and the need for international cooperation for promotion of world peace....that social studies seeks to destroy prejudices in existing nations. It may overplay the fundamental unity and interdependence among nations and underplay the sources of diversity, so that people of the world may develop understanding and sympathy for each other, as it prepares the child's ability to understand the global relationships, in the modern world and prepare him for world peace.

2.09. Objectives of Information Technology Policy Intrinsic to social studies Education in Nigeria.

The purpose of Information Technology policies in education according to Uijiakhien (2007:9) is to enhance teaching and learning, provide equal opportunities and access to educational facilities to achieve effective learning. Interestingly, according to Osei (2007:4) "Nigeria started implementing its IT policy in April, 2001 after the Federal Executive Council approved it by establishing the National Information Technology Development Agency (NITDA)". The policy empowered NITDA to enter into strategic alliance and joint ventures and to collaborate with the private sector to realize the specifics of the country's vision of making Nigeria an IT capable country in Africa and a key player in the information society through using IT as an engine for sustainable development and global competitiveness. Thus, Uijiakhein (2007:9) summed up some of the objectives of Nigeria's Information Technology policies intrinsic to social studies in Nigeria to include the following, to:

I. ensure that Information Technology resources are readily available to promote efficient national development;

II. guaranty that the country benefits maximally and contribute meaningfully, by providing the global solutions to the challenges of the information Age;

III. empower Nigerians in soft ware and IT development;

IV. encourage local production and manufacture of IT components in a competitive manner;

V. establish and develop IT infrastructure and maximize its use nationwide;

VI. empower the youths with IT skills and prepare them for global competitiveness;

VII. integrate IT into the mainstream of education and training;

VIII. create IT awareness and ensure universal access in promoting IT diffusion in all sectors of national life;

IX. create an enabling environment and facilitate private sector (national and multinational) investment in the IT sector;

X. encourage government and private sector joint venture collaborations;

XI. develop human capital with emphasis on creating and supporting a knowledge-based society;

XII. build a mass pool of IT literate manpower using the National Youth Service Corps (NYSC), National Directorate for Employment (NDE) and other platform as a train-the-trainer scheme for capacity building.

To narrow these objectives of I T policies in Nigeria to the educational industry, Okojie (2007:7) succinctly identified the basic objectives of Information Technology intrinsic to social studies education. They include:

I. Improve student's outcomes through the effective use of Information and Communication Technologies in teaching and learning.

II. To support the progressive transformation of schools, their culture and practices within the evolving knowledge society;

III. Equity of access to the educational benefits of learning technologies;

IV. Ensuring that the goals of schooling drive the choice and use of technologies; and

V. Ensuring that substantial investments in infrastructure, professional development and curriculum products are well funded and fruitful.

This is an all inclusive focus and it is instructive to Nigerians to address the mirage of problems that besets the education system especially as it relates to current information technology for research and teaching in tertiary institutions. According to Okojie, until this problem is properly addressed, there would not be any meaningful development, which is anchored on the products of the educational system and piloted by the teacher. Interestingly Kwache (2005) in Kwache (2007:3) strongly affirmed that:

> With the evolution of the new information and Communication technology, higher education are able to provide a flexible and more open learning environment for the students and teachers alike. That it will allow teachers and students to control, manipulate and contribute information to learning and teaching environments as interactive books, journals and the likes are usually made available via internet.

2.10. The Imperatives of Information Technology to the Teaching of Social Studies.

The imperatives of information technology to social studies education according to Adamu (2004) in Danladi and Bulya (2006:225) is premised on the modern constructivist educational theory, which emphasizes critical thinking, problem solving, authentic learning experiences and social negotiation of knowledge and collaboration. According to him, the researcher

assumes the role of a facilitator rather than a disseminator of knowledge. He assists students as they are actively engaged with the pool of available information and materials to construct their own understanding. This submission in the perception of the study confers IT with the status of providing students with what they want to learn, and how to learn and when to learn. I.T has become an indispensable part of the contemporary world. It has made impact on the quality and quantity of teaching, learning and research in traditional and tertiary education using it. In more concrete terms, Yusuf (2005) in Kwache (2007:2) puts it that:

> IT enhances teaching and learning through its dynamic, interactive, flexible and engaging content. It provides real opportunities for individualized instruction. And has the potentials to accelerate, enrich and deepen skills, to help relate school experiences to work practices. That IT helps to create economic viability for tomorrow's workers, contribute to radical changes in school, to strengthen teaching and to provide opportunities for connection between the school and the world. That the pervasiveness of IT has brought about rapid technological, social, political and economic transformation, which has eventuated in a network society organized around IT.

With these IT imperatives intrinsic in education, it has proved as discussed in chapter one that there still cannot be education without communication and information. The learner has to be communicated to before he will be able to acquire information, which is central to the building up of knowledge, skills, values and attitudes. Information technology is therefore the hallmark of the educational processes though with myriad of challenges on social studies teaching, particularly the use of IT-based instruction as pointed out by Bayero (2007:4), where the traditional practice of teacher-centered approach is now a thing of the past. Those teachers who use it have additional avenues to engage students in learning as it can provide

access to many contexts, for social inquiry and values exploration. He stated further that teachers who do not integrate IT into teaching, subject their students to teacher-centered and subject-centered approaches, thereby limiting their source(s) to knowledge, teachers and text books alone. Thus, for a good and rational application of information technology in the teaching of social studies to progress, Orungbemi (2008:162) submits that there is the need to have an insight into IT knowledge structure which should serve as the focus of the program. He stated further that:

> Social studies is practical based with theoretical and practical capacity of broad areas of study. It is about disseminating information that have been tested to be factual, current and having social implications. That I T can therefore be used to present learning tasks in reality or something close to reality to greatly enhance learning outcomes as learners will retain more of what is taught involving more senses for perception than hearing alone. IT can also be applied in assisting the students to store learning tasks and this will give student extra access to the lesson more than the volume he/she had in the normal classroom situation.

Hereinafter, there is no doubt that IT policy aligns itself with the philosophical underpinnings of social studies education. First and foremost social studies is geared toward the preparation and production of functional and effective citizens (Quartey, 1984:42). It seeks to ensure peaceful coexistence, responsive and responsible leadership, to equip learners with thinking skills, critical decision making skills, healthy attitudes and desirable values (Famwang, 2003:43). The bottom line of social studies in the submission of Danladi and Bulya (2006:227) is to eliminate social ills prevalent in the society, to make the society a better place to live in and tolerate one another in spite of the diversities that do exist. Apparently, no

matter how desirable a policy might be, suffice it to say that, if the human (people) who are to implement it lack the will and commitment to do so, it remains a mere blueprint. This in the convincing words of Ajibili (2005:36) has been the fate of Nigerian policies like Jaji Declaration (1978), Ethical Revolution (1982), War Against Indiscipline (1984), Mass Mobilization for Social Justice and Economic Recovery MAMSER (1987), War Against Indiscipline and Corruption (1994), National Rebirth (1999), Due Process, and SERVICOM.

Danladi and Bulya (2006:228) further expanded the commitments of social studies when they maintained that it has always aimed at sanitizing the society of bribery and corruption. That with the new policy on IT that aims at reducing bureaucracy, the task of social studies would be made a lot easier. The assuming importance of the messenger would be made minimized; they will no longer risk their precious life traveling distances to make inquiry. The use of mobile phones has made this possible. With the creation of knowledge-based and Simple Moral Accountable Responsive and Transparent (SMART) governance, Nigerian leaders would be kept on check from corrupt practices. Furthermore they maintained that social studies could expose youngsters to the availability of these facilities. This approach will go a long way to ensuring the all round development of the school leavers, as they would have the entire human senses exposed to evaluation.

Flowing from the above, Danladi and Bulya (2006:289) still reported that one of the salient objectives of social studies education is to ensure self-reliance and sustenance in food supply. The role of social studies teacher here is to cultivate the minds of the youngsters to take to productive agricultural practices via IT. Their emotional state, feelings and attitudes towards farming are instrumental in increasing food production. In the area of trade and

commerce, they maintained that social studies can play a useful role by popularizing the opportunities offered by IT in terms of generating meaningful employment opportunities for Nigeria.

Though Nigeria began late in the utilization of IT (internet and computers/laptops) in the teaching and learning of social studies education, but has progressed rapidly as reported by experts and had had tremendous impact on the teaching of social studies in tertiary institutions. By way of reflective analysis, Uijiakhien (2007:12) authoritatively and constructively gave a thematic connotation on the anatomical imperatives of IT on the teaching of social studies education, which he maintained in his exact words, provides:

I. **Access to information**; necessary information relating to any area of study in social studies become easily accessible to both students and teachers. If this is achieved, teachers will be well equipped to produce quality students to the lots of the society. IT will also in the words of Danladi (2000:199) contribute to the development of good citizenship, the upliftment of moral character and the promotion of social understanding in the societies. He stressed further that it would help students deviate from the traditional approach, to learning and acquisition of information based on the peculiarities and differences of our people. In essence, social studies via IT will create consciousness at all levels of human life that will promote personal, moral and environmental discipline.

II. **Development of systematic thinking:** the priority of this modern education demands that the teachers and students alike should develop systematic thinking. Allowing one idea to follow the other. With this new technology, teachers will not be compelled to assimilate pre-packaged blocks of information instead they will strive at encouraging ideals that will stimulate

the curiosity and creativity of their students, so they will be able to discover new ways of organizing reality.

III. **Students working in team;** the new technology encourages collaboration, not only among teachers but also among students. With Computer Aided Instruction (CAI), students are encouraged to have wide range of ideas about some production process through simulation program-a real life situation program. Instead of teachers standing in front of the students all the times, students can work in team without much of teacher's intervention. With this CAI, Mezieobi *et al* (2008:111) acknowledged in this proceeding that it will encourage active participation of the learners and their thinking in the computer-learner interaction via the learners' inevitable responses. That it is responsive to and accommodates learners differences since each student work at the programmed materials at his own pace, and his ability level;

IV. **Availability of self-training material;** with the 21st century technology, there are simplified self-instruction that students will need without teachers reading out until students understand. The new role of teachers under this dispensation emphasized student's observation and providing individualized help. Teachers will not waste their time passing instruction that can be read from modules.

V. **Environmental education;** social studies education under this new era will provoke a multi-disciplinary approach that will enable students take interest in other field different from theirs and be able to interact with other fields of study. Students will have better knowledge of their environment. Integrated educational activities involving clubs, exhibitions, events, visit and any other type of organized activity is permissible.

VI. Technology can make access to social studies education more equal; equal access to rich learning environment is not possible without some recourse to technology. Through computer, films or even internet, nearly every urban school and the students and faculty of a small rural college can have direct access to the greatest libraries of the country. People can be anywhere to take advantage of technology. It transmits the impact of knowledge to all people.

VII. Construction of instructional materials; with the aid of computer (Desktop publishing) such as Corel draw and page maker, the learner is able to produce and amend graphical displays. The graphical display can be in form of pictures, diagrams, tables, calendars, wedding and greeting cards of different sizes, shapes and colors for display.

In the work of Oyebola (2007:224), he categorically envisaged the benefits of internet technology when he maintained that "the internet is a rich source of information that social studies will find very useful". Interestingly he laid emphasis on the use of Web Quest, which Tancook (2002:2) stressed that students who take part in the Web Quest acquire improved computer skills in word processing and use of internet. Oyebola (2007:225) further asserts that:

> Web quests are based on the inquiry methods, which is a teaching/ Learning technique. It involves conducting quests and searches into problems. when using inquiry methods, the teacher involves the students to collect, assimilate and investigate information. The information is used to answer questions and discuss issues and events. That inquiry is one of the methods recommended for teaching and learning in social studies. The inquiry allows students to play an active role in class activities, unlike the traditional lecture method which is more teachers centered. Thus, the use of Web Quest for teaching and learning in social studies will help reduce the unusual emphasis on the lecture method, which most teachers in Nigeria make use of.

Through the use of internet according to Orungbemi (2008:162), learners can get access to a huge variety of knowledge from various sources. IT Networks via internet aids students in gathering necessary and vital information on topical issues of interest. It can strengthen teaching of social studies as they allow for networking of teachers where school teachers have network connecting them to one another. He concluded that IT in our educational system also encourages distance learning and strategies for implementing social, political, educational and technological growth and development for the country. It encourages private study at the convenient times of the learners in a library, at home, or at work. Many intelligent learners and would be professors loose out of school as a result of cost of education. Nowadays IT will assist the Low income learners to achieve their Quest for education. They can combine work with study through the use of information technology. In essence, education in its entirety according to Orungbemi (2008:164) is to bring about growth and development in learners and to bring about the desired result. Knowledge must be imparted accurately and systematically through the use of different educational materials. That to impart knowledge meaningfully, teachers need the use of appropriate materials for learners to ensure total development of the three domains of knowledge through selection, organization and evaluation of materials. Practically, he stated that "when all materials are selected on the basis of adequacy, significance and organized in terms of sequence and consistency with the needs of the learners. This will certainly enhance learning activities". Moreso,Thinking skills, teamwork and problem solving, which are central to social studies can be developed through information technology.

2.11. Constraints to the Effective utilisation of Information Technology in the teaching of Social Studies in Tertiary Institutions.

It has been observed from reliable findings that there are some problems that militate against the effective application and utilization of IT-based instruction into social studies education. These supposed problems that have contributed to the underutilization of information technology-based instruction in education as enunciated by Okojie (2007:12) include:

I. **Computer illiteracy;** findings have shown that most social studies teachers are computer illiterates just as the students are. Teachers have been found not to have knowledge on the modus operandi of the device and these impediments, hampers on the adequate utilization of the gadgets.

II. **Lack of awareness and culture about usage and benefits of information technology;** both staffs and students of some schools are not aware of the benefits the usage of information technology has for teaching and learning methods. Investigations have shown that only few among many have taken into cognizance the usefulness of Information Technology to social studies education.

III. **High cost of information technology accessories;** apparently, IT-based facilities are beyond the reach of an average social studies teacher. It is not an easy task to own a personal computer. The matter is made worst by the prevailing economic down turn of the country. This has led to the situation whereby those that are interested and have the awareness of the benefits of IT to learning and teaching cannot afford the cost of I T sets. This situation compels Awe (2009:5) to aggressively maintain that; while prices have definitely come down, the cost of access is still too high to have a transformatory impact. Though Kwache (2007:4) noted that the cost of

equipments in a country like Nigeria, with a battered economy and seriously devalued currency is enormous and might not be the problems of fund nor technology, but the will on the part of the government and captains of education to see the imperatives of this new order in education. All these put together has greatly affected the effective application/utilization of IT to achieve educational objectives.

IV. Poor quality of telecommunication connections; another enormous challenge that militates against the utilization of IT to social studies education is the low level of telecommunication connections. Nigeria as one of the countries that is yet to develop its telecommunication facilities to standard that is judged excellent, has not enabled social studies that have the motivation to utilize this facilities. Those good centers where facilities are available, the services are ineffective. This ineffectiveness is as a result of what Mohammed (1999) in Bayero (2007:5), Kwache (2007:4) and Awe (2009:4) referred to as inconsistent/epileptic electric power supply, non-digitalization of telephone lines in most towns and Quality of Service (QoS). In the exact words of Awe (2009:4) he lamented that:

> While availability of IT has grown, it has not been matched by quality of service. That it is not enough to have cheap lines and low band width. That efficiency and accessibility of telecoms services should be paramount. Most operators have a lot of work to do in QoS especially in the areas of congestion and support. That National Communication Commission has to wield the big stick by sanctioning poor performers.

V. Language problem: there is also the language problem. This is due to the fact that internet services are mostly in English. There exist some terminologies in local languages and dialects that cannot be translated into

English language. Where such problems occur, there is bound to be problem of comprehensibility.

Other supposed constraints to the utilization of IT in social studies education in tertiary institutions have been identified by Danladi and Bulya (2006:229) to include lack of commitment on the part of Nigerian leaders or what Albirini (2006:5) refers to in his concrete words as 'management's attitudes'. That the attitudes of most managements in and outside institutions towards the development of IT related facilities such as the internet and procurement of computers is rather slow in some instances and in others, there are no aids or support by the government at all. Danladi and Bulya perceived that there are fine and well thought-out policies and projects on the papers on IT. An array of them give us the following: Simple Moral Accountable Response and Transparent Government (SMART); Government Wide Information System (GWIS); Healthcare Information System (HIS); School Net Nigerian DigiNet Center, MTN Book AID Project and so on. Most of these have not seen the light of the day. The general complaint according to Danladi and Bulya (2006:230), Labe and Akaakase (2006:205), Nwachukwu (2006:1) and Kwache (2007:4), all point to poor funding of IT in tertiary institutions by the government and NGOs.

Another constraint as identified by Danladi and Bulya is that most school administrators are conservative and ignorant, not willing to alter the routine of the classroom on account of IT-based innovations. One of the consequences of education administrators conservatism is the inadequate or lack of preparation and utilization of teachers' knowledge and skills to promote teaching and continuous assessment through information technology. They further identified IT constraints when they submitted that IT hard wares, soft wares and firm wares are imported with very little indigenous

technological impute. Though the efforts of Nigerian computer manufacturers such as Omatek and Zinox technologies are commendable and should be encouraged. The skills to maintain and repair these equipments are very limited. Where breakdown occurs, they are packed because most of the spare parts have to be imported into Nigeria. Also a constraint identified by Kwache (2007: 4) is lack of qualified IT personnel. That most institutions lack qualified computer literate teachers and IT experts that would support and manage the internet connectivity and /or application of computing in the teaching-learning process. Also non-inclusion of IT program in teacher's training curricular and/or at the basic levels of education, further compounds the access to IT utilization in teaching of social studies. There seems to be no clear and definite policy and/or curriculum for all levels of the Nigerian education system.

2.12. Suggested remedies to the constraints of information Technology on the teaching of Social Studies.

It is a common saying that a problem shared is a problem solved. Thus, a chain of challenges crippling the emergence, utilization and perfection of information technology in the teaching of social studies have been identified. Until functional steps are taken to avert these aforementioned barriers, social studies teachers in tertiary education might still be tempted to hold fast to the traditional methodologies of teaching and learning. They might continue to exclude from their pedagogical menu, the use of Information Technology to transmit functional values like what Ojo (2008:39) referred to as "knowledge, skills of literacy, capacity for critical thinking and capacity for organized and systematic self-expression". Therefore to conform to the regimen of a standardized educational system and patronage of IT in teaching social

studies, Danladi and Bulya (2006:230), Okojie (2007:15) and Kwache (2007:4), suggested the following remedies that would in the precise words of Labe and Akaakase (2006:5) augur well for our national development in the age of global and transitional competition.

I. Nigerian leaders should show more commitments to the course of promoting information technology by releasing funds on time to agencies that are charged with the responsibilities of instilling, maintaining and operating information technological devices. They should not collude with foreigners to siphon funds meant for IT into their private accounts overseas. Social studies teachers should be adequately rewarded so as ease their task of employing IT in facilitating the dissemination of appropriate values and attitudes to enhance democracy in Nigeria. In addition to this, Oyebola (2007:225) suggests that government at all levels should ensure that the basic infrastructural facilities required for integrating IT in social studies curriculum/teaching ranging from computers, internet access to what Eriba and Adejoh (2004:30) referred to as overhead projector and slide projector, are made available. Others are, well equipped and secured IT laboratories with uninterrupted power supply system like the inverter, solar energy and standby generators. The current situation where our tertiary institutions are inadequately equipped with computers is unacceptable. IT usage by social studies teachers must be encouraged.

II. There is need for the creation of awareness of the benefits of IT, besides; social studies teachers and students should be made to understand that technological advancement could easily be attained through computer literacy. Also there is the need by the educational planners to include modern IT-instruction in the national policy on education both at kindergarten, primary and post- primary levels so that students will have awareness before reaching greater heights in their educational pursuits. Interestingly, social studies

teachers should learn the correct use of application of program to increase productivity. This will enrich the existing curriculum and improve the way in which it is delivered. (Okojie, 2007:15).

III. School administrators should be more receptive to new ideas. The use of IT has been acclaimed globally and Nigeria cannot afford to lag behind. School administrators must be pace setters in this direction. To crown it up, UNESCO (2000) in Kwache (2007:5) suggested that there should be an attitudinal re-orientation of expected users of IT-related facilities so that the society will be in a better position to adopt new IT innovations such as new pedagogical methods, access to remote resources, collaborations between individuals and group of people in more widely diverse geographic locations, online experts and mentors, Virtual learning communities, home/school communities. This is because cultural perceptions seemingly have a significant impact on a teacher's adoption of IT.

IV. All tariffs placed on the importation of IT soft wares, hard wares and firm wares should be removed till Nigerian scientists are able to produce theirs locally. Efforts must be doubled in the area of providing access to computers and the training of teachers to become computer literate. This will go a long way to provide the manpower base needed for the training of more Nigerians by way of encouraging social studies teachers to embark on in-service training so as to acquire the knowledge of IT.

V. There is need for the Nigerian government to address seriously the issue of the erratic electricity power supply, while on the other hand schools wishing to adopt the integration of IT in their teaching-learning process should

as a matter of urgency procure a generator that can supplement PHCN for supply of power.

VI. Finally, there should be a monitoring, inspection and evaluation division at all levels of education that will be responsible for ensuring that the IT curriculum are adhered to and that the monies allocated for such purposes are not diverted, and also to ascertain that the right equipment is procured and delivered at the appropriate time. These efforts would encourage the adoption of IT international standards and its inclusion in the Nigerian curriculum and particularly in the teacher's education curriculum. (Danladi and Bulya, 2006:15)

2.13. Review of related empirical studies.

Haven carefully and constructively examined to a comparative degree significant studies embarked upon by experts in the field of education, the researcher has not really come across a significant percentage of empirical studies on the topic (Effects of Information Technology-based instruction on the academic performance in social studies among NCE students in Kogi state) under review. However a close look at the available literature amply showed that some researches had been embarked on the roles of IT on education generally. This is not to say that some sorts of historical researches were carried out on the relevance of utilizing IT on the teaching of social studies in Nigerian schools generally and to be specific in teacher education. On the aspect of teacher education, the researcher undoubtedly came across some empirical studies whose results are worthy of note in this interactivity. Though they revealed findings and generalizations in the field of guidance and counseling, mathematics, science education etc. but suffice it to say that these little efforts have only succeeded at constructing a framework into the

perception of IT and its corresponding impacts to education and some constraints to the use of IT in education.

To begin with, Abdulsalami in (2003) embarked on a study on 'an appraisal of information technology in education' to which he examined the use of IT in education as an instrument for national development in some randomly selected secondary schools in Zaria. He adopted interviews and personal observation to obtain relevant information. As part of the constraints perpetrating the use of IT in education, his survey revealed that only few schools were well equipped with technological education equipments/materials and with well qualified tutors to teach science education. That in this schools (mostly private schools), the students had high interest in learning and they also performed well in their examinations as being creative, while in some secondary schools mostly the state government schools, there were no equipments at all to impact knowledge to the students. It was noticed that most government secondary schools in Zaria were not catered for in terms of providing technological equipments, but the private and mission schools provided enough instructional materials for teaching their students. This study concluded by been positive to the future of IT in education. The study thus maintained that the use of information knowledge in the teaching and learning in secondary schools would produce better and effective results.

The question that comes to mind at this premise is that, are these constraints to IT explosion in our secondary schools still manifest? Has there being efforts by government and private or corporate individuals to salvage this situation since this discoveries ensued? The response to these questions is affirmative, because further studies revealed similar findings which keep necessitating empirical studies on the effectiveness or imperatives of using IT in teaching and learning in social studies education.

Closely related to the findings of Abdulsalami was a study carried out by Eriba and Adejoh in (2004) on the 'status of IT in science education programs in the universities in Benue state'. The population was made up of all the science education programs in the universities in the state, which include biology education, chemistry education, physics education, agricultural education, science education and curriculum and teaching in the universities. The observation units were the teachers and the IT facilities in the two universities. After using the Teachers Questionnaires (TQ) to obtain information from teachers with regards to the use, benefits and problems confronting the use of IT facilities in teaching science education courses and IT facilities in the universities, the study revealed that; very few IT facilities were provided in the departments. Such facilities included computers and its accessories, television, tape recorders among others. This finding is consistent with that of Idachaba (2003), who pointed out that IT facilities were inadequately provided in the universities.

Regarding the IT literacy level of teachers, the studies revealed that majority of the teachers were not IT literate. The findings agrees with that of Ozoji (2003), Abdulsalami (2003), Andzayi (2003) and Gusen (2003), who pointed out that most of the teachers are not IT literate. The result of Eriba and Adejoh's study further showed that majority of the IT facilities provided were not being used by the teachers. This discovery is consistent with that of Ozoji (2003:161), Lawal, Ahmadu and Dogara (2003) and Kwache (2007), who adversely submitted that majority of teachers, do not use IT facilities in their teaching. The study finally revealed some problems confronting the effective utilization of IT facilities in teaching which include regular power outages, poor funding, poor accommodation and lack of qualified manpower. This finding interestingly agrees with that of Cirfat, Zumyil and Ezema

(2006), Idachaba (2006), Ololube (2006), Ololube (2007) and Jegede (2009) who acknowledged same. Eriba and Adejoh (2004:13) concluded that:

> The use of IT facilities in teaching and learning of sciences particularly in our universities cannot be over emphasized. They make teaching and learning more interestingly; less stressful and help to concretize learning. That in view of these enormous benefits, efforts should be made on the part of the institutions and the government to make these facilities available and functional in the universities.

In (2006) Mallum and Obe digressed a little to embark on a study on 'information technology in counseling education'. They carried out the study to ascertain the problems, prospects of IT particularly computer machines with specific bias on how IT can enhance counseling education in Nigeria. The target population of the study was the whole 200 secondary schools tutors and students in Jos North Local Government council. The students and lecturers in the Department of computer science UNIJOS were also targeted in a whole. 400 respondents were selected for the study, comprising of 200 male and 200 females to avoid gender bias. Also, to elicit information from this population randomly selected, they used a 20-item questionnaire alongside unstructured interview schedules with a determination to obtain wide information on the subject matter. 3 hypotheses were stated on this study and their findings revealed that:

I. the secondary school tutors /lecturers and the students are significantly different in their perceptions of problems militating against development of computer science in the state. This is owing to the fact that the calculated t-value (12.3) is greater than the critical t (1.960) under the df 398 which compelled them to reject the null hypothesis in favour

of the alternative one. This finding is in agreement with the submission of Ukeje *et al* (2000) who maintained that individual differences are bound to raise ugly head in most human activities including attitudes and perceptions;

II. the male and female population are not significantly different in their anticipations of the prospects in the development of computer literacy in the country; and

III. There is no significant difference between the counselors and the school administrators in their opinions over the efficacy of counseling strategies in the improvement of computer literacy in the country.

One appealing aspect of this finding is that it places emphasis on the multi-dimensional perception of the problems militating against the patronage of IT imperatives, which was why it revealed that both teachers and students are totally different in perceiving the problems affecting IT usage at their various levels of exposition. By implication, these barriers abound, which is a clear response to quest for further studies to not only reveal the problems but counter it for educational development.

In 2006, a study on "Appraising the Relationship between IT Usage and Integration and the Standard of Teacher Education Programs in Developing Economy" was carried out by Ololube, from the University of Heinsinki, Finland. He presented a relatively detailed analysis of a survey research conducted on the impact and uses of IT and the issues that underlie the integration of IT in teacher education programs in Nigeria. The theme IT was one of the variables tested on a study conducted by the researcher on the Relationships between Funding, IT, Selection Processes, Administration and Planning and the standard of Teacher Education in Nigeria. The data for the

study was gathered through a two-page questionnaire administered to 180 respondents who were accessible in the faculties of education and school of education of the selected institutions. In total, 154 questionnaires were retrieved which represents 86% return rate. At the same time the data were analyzed quantitatively using Statistical Package for Social Sciences (SPSS) version 13.5 software program of a computer. He has this to say:

> The results of the survey carried out amid universities and colleges of education staffs' perception of the impact of IT on teacher education in Nigeria, suggested that the respondents were disgruntled with the sluggish use and integration of IT in both the states and federal government owned institutions of higher education in general and into teacher education programs in particular".

In 2007, Ololube repeated similar study, but this time around, he specifically found out the relationship between funding, IT, selection processes, administration and planning and the standard of science teachers' education, in Nigeria. This study was exploratory in nature as he again used a two-paged structured questionnaire which was adapted from other questionnaire used by researchers for teachers' education program. He used similar population of 180 respondents while a total of 159 questionnaires were retrieved as recorded in his previous study. He still retained the use of (SPSS) version 13.5 program on the computer to analyze the data. Thus, all the null hypotheses he stated were rejected in favour of the Alternative hypothesis. The findings non-the-less revealed that: There was no significant relationship between the nature of funding and standard of teacher education programs in Nigeria; the correlation statistics reported that nature of poor funding in institutions with teacher education programs is significantly related to the poor standard of education in Nigeria. No wonder Lawal (2003:4) noted that

inadequate finance from both the state and federal governments militate against the progress of colleges of education and teacher education program generally. To further buttress this, Samuel (2006:13) maintained also that: The impact of corruption is persuasive both in terms of its drain on national resources and its corrosive influence on the institutional efficiency and service delivery in all sectors including teacher education. That this signals the remoteness of professionalism.

Ololube's findings also revealed that there is significant relationship between the IT usage and the standard of teacher education programs in Nigeria. This occurs from the analysis of IT integration in teacher education programs in Nigeria and the effectiveness of teachers which showed that there is a significant relationship between the poor provision and use of IT instructional materials during pre-service teacher training and their performances after graduation. Another reason adduced for the acceptance of this hypothesis is that slow access to basic IT equipment, low internet connectivity and computers and the inadequacies in the use of audio visual materials and equipments in teacher education programs are barriers to the effective and professional development of teachers in Nigeria. Other hypotheses tested in Ololube's study summarily revealed that:

I. There is significant relationship between the administration and planning processes and the standard of teacher education programs in Nigeria.

II. There is significant relationship between the pre-service teacher selection processes and the standard and the of teacher education programs in Nigeria. This was found true in Lawal's (2003) and Ololube's (2004) findings that the selection of candidates into various teacher education programs was based upon arbitrary and

> uneven requirement that vary from state and college to college. That the poorest students in terms of academic achievements seem to be the most suitable for absorption into the teaching profession. Hence the poor standard of teacher education in Nigeria.

In a nutshell, the findings of Ololube pointed to the fact that funding, IT, administration and planning along with student teacher selection processes drastically affected the standard of teacher education. Based on the results of this study, neither of the independent variables influenced the respondents' opinion towards the dependent variables. It further revealed that the respondents were greatly dissatisfied with the insufficient funding and slow pace of the integration of IT into teacher education programs. They were also not pleased with the administrative and planning processes, more especially the implementation and control stages. Likewise they were dissatisfied with the pre-service teacher's selection process. In view of the above findings, Ololube's study has this to say in conclusion:

> It is presumed that the results from this research may be vital for universities and other teacher education institutions particularly in developing countries. In the light of the findings, it is recorded that getting the priorities of teacher education right is crucial. In essence, it would be possible to develop education and enhance learning so that students and employees in the future gain better knowledge and skills for their educational development.

From the studies, findings and generalizations reviewed and discussed so far, it could be observed that some pertinent issues are yet to be addressed as far as IT integration in teaching is concerned. First and foremost, none of the studies was able to narrow its findings to social studies education in colleges of education generally let alone in Kogi state. Even those researches

that attempted to make inferences of some sorts to social studies education were not experimental in their approaches. This is manifest as was seen earlier, that their emphasis all through had been on science education, guidance and counseling etc. and these field of study are in the opinion of the researcher, science-based whose findings could be generalized and applicable to other situations obtainable in other countries or similar circumstances. But social studies is a child of its environment as discussed in this review process. Its contents, learning experiences are culled from what the society aspires, what the immediate community of the child wants and what the child can manipulate from the society to better the co-existence of his fellow human beings in the environment he finds himself at a particular time.

Secondly, the above study reviewed did not disclose with exactitude statistical results to justify the effects of IT-based instructions on the academic performance of students in social studies when compared with those taught with traditional teaching techniques. Neither was there efforts to suggest which IT-based instruction was suitable and affordable in the teaching of social studies, nor did the studies strike a difference or relationship between the academic performance of male and female students of social studies when subjected to IT-based instruction. Most interestingly, the studies did not show how empirical the locations of insitutions in places with social infrasructure, could affect the academic performance of social studies students. With these obvious reasons, the present study seeks to fill in these vacuums as it investigates thoroughly, the effect of information technology-based instruction on the academic performmance in social studies among NCE students in kogi state. This is in linc with what Akeem (2007:2) says generally about Educational Research:

> That it is a process of finding out, searching for solution to a problem; searching for truth and knowledge. That its essence is to investigate in order to discover new facts or get additional information... where inadmissible points are refuted and some scholarly conclusions are formulated for purposefully directed actions and proffering solutions to problems militating against teaching and learning.

2.14. Summary.

This chapter has constructively reviewed related literature on Information Technology and teaching of social studies. Efforts were intensified to give a conceptual framework on the meaning of information technology and social studies. This aspect attracted a broader conceptualization of the subject, to give it a solid foundation on which future inferences could be made. History was never forgotten as some perspectives of IT and social studies were overviewed. Interestingly, some IT policies imperative to social studies education in Nigeria were examined to see its relevance to social studies teaching in Nigeria. The nature and scope of social studies including its general origin and development in Nigeria and some countries of interest were given a slot. The review did not exclude the principal objectives of social studies paramount to IT initiatives and the general objectives of IT policies intrinsic to social studies education in Nigeria. The imperatives of IT to the teaching of social studies education and some purported constraints to the effective utilization of IT in social studies in tertiary institutions were examined. Also efforts were geared towards suggesting some remedies to the constraints of IT on the teaching of social studies. Finally, this chapter reviewed empirical studies related to the subject of discussion. The next chapter is concerned with the design of the research methodology and instruments the study adopted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The essence of this chapter is to discuss the procedures that will be used for collection, organization and analysis of data. That is why Akem (2007:60) posits that "for any study or research to be empirically oriented, it must involve scientific methods of data collection". His position herein makes the topic under research (Effect of IT-based instruction on the academic performance in social studies among NCE students in Kogi state) a suitable one for an extensive study of this sort. Thus, this chapter examines the research design for the study in its entirety, population of the study, sample and sampling procedure, instrumentation, validity and reliability of the instrument and its administration.

3.2. Research Design

This is a Quasi experimental research, that employed the non-equivalent Controll Group design, which is a classification of Quasi experimental design. The choice of this design was occationed by the fact that it provides for the selection of individuals with identical or nearly identical characteristics and it mimimises the threats to internal validity of an experiment. It is trite to note that this design has the potentials to subject the differences between the mean scores of students to test of statistical significance. Moreso that the study is composed of two groups-the experimental and controlled groups, with the experimental group exposed to treatment i.e. IT-based instruction and the controlled group was taught with traditional technique in social studies. This is to justify the Effect of IT-based instruction on the academic performance in social studies among NCE students.

3.3. Population of the Study

The entire population for this study consists of all Nigerian Certificate in Education (NCE) Two and Three social studies students of Kogi state College of Education (C.O.E) Ankpa and Federal College of Education (FCE) Okene. The first year students of these institutions were excluded from the study, because they may not have sufficient knowledge about the variables under study. Below is the breakdown of the population:

Table 3.1

Population of NCE II and III social studies student of C.O.E. Ankpa and FCE Okene.

GENDER	FCE OKENE NCE II	FCE OKENE NCE III	COE ANKPA NCE II	COE ANKPA NCE III	TOTAL
MALES	200	90	210	90	590
FEMALES	147	100	86	126	459
GRAND TOTAL	347	190	296	216	1049

Source: 2010/2011 Academic Session Records:

3.4. Sample and sampling procedure

The sample for the study was drawn from the combination of NCE two and three social studies students, a combination that amounted to1049. The simple random sampling technique was used to select the sample. The sample stood at 120 students from both institutions. The essence of sampling is to enable the researcher apply IT-based instruction on the sample. The controlled group was taught using the traditional teaching techniques in social studies as mentioned earlier, while the experimental group was taught using the prepared IT-based instruction. Below is the distribution of the sample.

Table 3.2

Distribution of the Sampled Institutions.

GROUPS	FCE OKENE NCE II MALE STUDENTS	FCE OKENE NCE III FEMALE STUDENTS	COE ANKPA NCE II MALE STUDENTS	COE ANKPA NCE III FEMALE STUDENTS	TOTAL
EXPERIMENTAL	15	15	15	15	60
CONTROLLED	15	15	15	15	60
GRAND TOTAL	30	30	30	30	120

Source: Field Experiment 2011

3.5. Instrumentation

The instrument used for collecting data in this study was a constructed performance test titled Social Studies Students Information Technology Performance Test (SSITPT). It was a 40-item structured performance test ranging from multiple choice, true or false, to fill-in-the-gap and brief essay questions. The performance test was structured to accomodate questions from the course SOS113 titled Citizenship Education. It is a 3credit unit course. Items 1-20 dealt with multiple choice questions, Items 21-30 required responses on true or false bases, while Items 31-40 was a fill-in-the-gap structured questions. Section B was devoted to essay questions in which two questions were constructed to elicit written responses for the respondents. See appendix E for the constructed SSITPT.

3.5.1. Validity and Reliability of the Instrument.

Retinues of experts were drawn from Social Studies, Mathematics, psychology, curriculum and Instructional Technology sections and departments of the faculty of Education, Ahmadu Bello University (ABU)

Zaria, to assist in vetting the items on the Social studies Students Information Technology Performance Test (SSITPT) to determine its face validity. The SSITPT was pilot-tested on 12 students randomly selected from NCE II & III levels of social studies department of FCE Zaria. The scores of this pilot test was computed using the SPSS version 16, where the K-R 21 formular of Kudder Richardson Estimates was used. See appendix F for the K-R 21 formular and raw scores of the pilot tested population. A reliability coefficient of 0.95 was found and according to Tuckman (1975) cited in Akem (2004:47) "an instrument is said to be reliable when the reliability coefficient can be approximated to one". Thus, this reliability coefficient in the perception of the researcher is moderately satisfactory for use in this study.

3.6. Data Collection procedure.

The researcher first and formost administered the 40-items performance test titled "Social Studies Students Information Technology Performance Test", on the experimental and controlled groups. This came up after exposing the students to some sorts of treatments accompanying the research. The students were divided into two groups comprising of experimental and controlled groups as mentioned earlier. The experimental group were subjected to the IT-based instruction while the controlled group were taught with the traditional strategy in social studies education. To help achieve this, two research assistants were used to ensure consistent supply of power to the digital projector, laptop and other equipments used. They helped in the administration, retrival and supervision of the SSITPT.

3.7. Statistical Analysis Procedure

After the raw scores of students were collated and computed, the SPSS version 16 was used to calculate the t-test statistic in order to substantiate the

statistical significance of the mean performance of students. In otherwords, the t-test statistic was used to test the four null hypotheses formulated, to either refute or accept them. The confidence level was placed at 0.05% with the degree of freedom of 118 for hypothesis one and 58 for hypotheses two, three and four respectively.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with the presentation, analysis and discussion of the findings in the experiment conducted. It is obvious that the College of Education, Ankpa and FCE Okene were the two institutions used in the experiment conducted. In addition, the study was guided by four research questions and four Null hypotheses raised in chapter one of the study. In testing the Null hypotheses, the four dimensions of the study were computed. This included the scores of students on the effect of IT based instruction on the teaching of social studies, the experiment of student on the most suitable IT package(s) for teaching in social studies, the effect of location of institutions on the academic performance of students and the effect of gender on the academic perfomance of students.

4.2 Testing of Null Hypothesis.

4.2.1 Null Hypothesis one: *there is no significant difference between the Academic performance of students taught social studies with IT packages and those taught with traditional techniques.*

Table 4.1: t-test analysis of Experimental group taught social studies with IT packages and controlled group taught with traditional technique in social studies.

Groups	No	Mean	SD	DF	t-cal	t-ctrl	p-value
Experimental	60	60.9	10.5408	118	3.78	1.98	0.00024
Controlled	60	53.82	9.960076				

Source: Field experiment 2011.

From table 4.1 above, it could be seen that hypothesis I explored the existence of any significant difference regarding students taught with IT and their counterparts taught with traditional techniques in social studies. Based on the general picture demonstrated, the t-calculated is 3.78 while the t-critical placed at 0.05% level of significance is 1.98 at the degree of freedom of 118. Thus, the interpretation to this expression connotes that the t-calculated is greater than the t-critical as such, null hypothesis one which states that; there is no significant difference in the academic performance of students taught social studies with IT packages and those taught with traditional technique is here by rejected in favour of the alternative hypothesis.

4.2.2 Null Hypothesis two:*there is no significant difference between the academic performance of students taught social studies with Microsoft power point and those taught with Microsoft word.*

Table 4.2: t-test analysis of Experimental group taught social studies with micro soft power point and controlled group taught with micro soft word.

Groups	No	Mean	SD	DF	t-cal	t-crtl	p-value
Experimental	30	63.87	9.84	58	2.12	2.00	0.04
Controlled	30	58.23	10.69				

Source: Field experiment 2011.

Table 4.2 above shows a summary of the computed raw scores of students. It x-rays whether a significant difference exist between the performance of students taught social studies using MS power point and their counterparts taught with MS word. The result of the experiment revealed that the t-calculated arrived at is 2.12 while the t-critical value placed at 0.05% level of significance is 2.00 at the degree of freedom of 58. By this analysis, it connotes that the t-calculated is greater than the t-critical i.e (2.12 >2.00). Thus, null hypothesis two which states that; There is no significant difference between the academic performance of student taught social studies with MS power point and those taught social studies with MS word is hereby rejected.

4.2.3 Null Hypothesis three: *there is no significant difference between the academic performance of social studies male students taught with IT packages and their female counterparts.*

Table 4.3: t-test analysis of the academic performance of male students and their female counterparts when applying IT-based instruction into teaching of social studies.

Groups	No	Mean	SD	DF	t-cal	t-ctrl	p-value
MALES	30	62.33	10.33	58	0.94	2.00	0.35
FEMALES	30	59.72	10.84				

Sources: Filed experiment 2011.

Table 4.3 above shows that the t-calculated is 0.94 while the t-critical value placed at 0.05% confidence level is 2.00 at the degree of freedom of 58. The interpretation of this figure underscores an acceptance of hypothesis three, because the t-calculated is less than the t-critical. i.e (0.94 < 2.00). This means that hypothesis three which presupposes that there is no significant difference between the academic performance of social studies male students taught with IT packages and their female counterparts is herein retained.

4.2.4 Null Hypothesis four: *there is no significant difference between the academic performance of social studies students in the federal government-owned institution in Kogi state and students in state government-owned institution when applying IT-based instruction into teaching.*

Table 4.4: t-test analysis of the academic performance of social studies students in the federal government-owned institution and students in state government-owned institution when applying IT-based instruction into teaching.

Groups	No	Mean	SD	DF	t-cal	t-crtl	p-value
Fed.govt-owned institution	30	63.87	9.84	58	2.12	2.00	0.04
State govt-owned institution	30	58.23	10.69				

Sources: Filed experiment 2011.

The summary table 4.4 above shows that there is significant difference between the academic performance of social studies students in federal government-owned institution and students in state government-owned institution when applying IT based instruction into teaching. It could be seen from the table that the t-critical placed at 0.05% level of significance at degree of freedom of 58 is 2.00 while the t-calculated is 2.12. This posits that the t-calculated is greater that t-critical i.e (2.12 > 2.00). Hence, null hypothesis four which states that there is no significant difference between the academic performance of social studies students in the federal government-owned institution in Kogi state and students in state government-owned institution when applying IT-based instruction into teaching stands rejected in favor of the alternative hypothesis.

4.3. Response to Research Questions.

4.3.1 Research question one: *What is the difference between the academic performance of social studies students subjected to IT-based instruction and their counterparts taught with traditional techniques in social studies?*

The response to this question is in the affirmative occationed by the result of the mean expression on table 4.1. in the table, it showed discriptively that the mean perfprmance of students subjected to IT-based instruction was highier than the mean scores of students taught with traditional technique i.e ($60.9 \geq 53.82$). this analysis indisputably affirmed the quantum of the difference between the variables in research question one. The difference herein necessitated the rejection of research hypothesis one in favour of the alternative hypothesis-which connotes that there is significant difference in the performance of social studies students subjected to IT-based instruction and their counterparts taught with traditional techniques in social studies.

The positive response to this research question shows that basic assumption one is justified on the pedigree that IT-based instruction enhances the performance of students in social studies better than the traditional techniques.

4.3.2 Research question two: *What difference could be deduced from the academic performance of social studies students taught with microsoft powerpoint and their counterparts subjected to microsoft word?*

The difference that could be deduced from the experiment is in the mean difference of their performance. In table 4.2, it shows that the mean scores from the subjects that constituted the experimental group was 63.87

while the mean scores of the controlled group was 58.23. this implies that (63.87 ≥ 58.23). the interpretation to this numeric expression is that the experimental group subjected to MS power point performed highier than their counterparts subjected to MS word. Thus, the differences that could be deduced, is manisfest in the mean performances of both groups. With this expression, it is trite to justify the second basic assumption earlier made in chapter one. This basic assumption presupposes that MS power point has been proved to be suitable for use in social studies education. This is not to say that MS word does not exert any effect on the academic performance of students. It does as seen in table 4.2 where the mean difference between the groups was not abysmally much.

4.3.3 Research question three: *What effect does gender have on the academic performance of NCE social studies students with regards to the application of IT-based instruction in teaching?*

The analysis on table 4.3 shows that the mean scores in the performance of male students which stood at 62.33 was competitively highier than their female counterparts which stood at 59.72. the simple interpretation to this finding is that gender has effect on the academic performance of students when applying IT-based instruction into teaching of social studies. This finding could be complimented by the prediction of the third basic assumption in this research, that gender will affect the academic performance of students when IT-based instruction is applied in the teaching of social studies. Though this basic assumption turned out to be true. However, it is trite in educational research to know that the response in research questions either positively or negatively does not ascertain the significance of the magnitude of the

difference among the variables. Thus, when the mean scores of the male and female students in this experiment were further subjected to test of statistical significance, as seen in table 4.3, it shows that there is no significant difference between the performance of male and female students when subjected to IT-based instruction in social studies. Therefore, by implication, it means that gender is not and cannot be a barrier to the academic performance of students in social studies when IT-based instruction is applied.

4.3.4 Research question four: *To what extent can it be justified that social studies students in Federal government-owned institution performed better than their counterparts in state government-owned institution when IT-based instruction is applied?*

It has been justified as seen in table 4.4 that students in Federal Government-owned institution performed better than their counterparts in state government-owned institution when IT-based instruction is applied into the teaching of social studies. This is manifest in the high mean performance of students in the Federal government-owned institution who had a mean score of 63.87 compared to their colleques in state government-owned institution with a mean score of 58.23. the positive affirmation of research question four above confirms the true position of the fourth basic assumption in chapter one, which inplies that the location of an institution in places with availability of functional social infrastucture and other information technology facilities is consequential to the enhancement of the academic performance of students in social studies.

4.4 Discussion of Findings.

Basically, four Null hypotheses and four corresponding research questions were postulated for this study.The discussion of findings from the research are as follows.

4.4.1 *Research Question one and Null Hypothesis One*

Research question one state thus: what is the difference between the academic performance of social studies students subjected to IT-based instruction and those taught with traditional technique? It is manifest from the statistical analysis on table 4.1 that the difference between the two groups examined is in the varience of their mean scores. The students subjected to IT-based instruction had higher mean score than their counterparts. This showed that those taught with IT-based instruction performed better than those taught with traditional technique. These differences x-rayed between these two groups led to the comfirmation of the statistical significance of hypothesis one, which connotes that there is significant difference between the academic performance of students taught social studies with IT packages and those taught with traditional techniques.

The simple reason adduced for this result is not farfetched from the efforts exerted into the preparation, production and transmission of the instruction projected via MS power point, MS word, Laptop and digital

projector. It was observed that the group where the IT-based instruction was applied, the teaching and learning process aroused the interest of students in the classroom. Effects, like animations, graphic, clip arts and sounds helped to broaden the perspective of the students as well. The findings above is in consonance with the study embarked upon by Salawu et al (2010) on the effects of electronic learning on the academic achievement of senior secondary school physics students in Kaduna state. Their findings equally appraised electronic based instruction over non-electronic based instruction, when the Senior Secondary School physics student in Kaduna State taught electronically performed better than their counterparts who were taught with other traditional techniques. The interpretation to the findings above seconds the effectiveness of IT-based instruction in teaching and learning process in our institutions both at the lower or higher levels. The findings showed further that IT based instruction aroused the interest of leaners to acquire more information. No wonder Salawu *et al* (2010:37) maintained in their conclusion that "learning when organized changes and sharpens the behavior of individuals, that students can only learn where their interest can be obtained by distracting their attention intentionally". It is on this premise that Purushothaman (2007:125) deliberately submits that, "the use of IT based instruction in modern teaching helps the learner to learn the 'subject matter' in

itself along with the acquisition of more skills such as keen observation, creative thinking, generalization, inference drawing, decision making, discriminative thinking and scientific thinking".

As mentioned earlier in chapter one, this study does not in it's entirely negate the virtues of traditional teaching techniques in social studies when compared to the much cherished IT-based instruction, But stands to confirm the need to patronize IT-based instruction to further enhance the performance of students in social studies. This effort will breed the zeal of learners in education to comply with the new educational order built on the principles of information acquisition via electronic devices. It is noteworthy that the center-piece of this research is the justification of the effect of IT-based instruction over the imperatives of traditional teaching techniques. Interestingly, the result culled from the experiment has proved the prospects IT have in rejuvenating the standards of social studies education in particular. Bayero (2007:5) complimented this ascertion when he maintained that:

> ...teachers who use IT-based instruction in their classes have an additional avenue to engage students in learning, as it can provide access to many contexts for social inquiry and value exploration. On the contrary, he maintained that teachers who do not integrate IT in their teaching subject their students to teacher-centered and subject-centered approaches, thereby limiting their source(s) to knowledge, teachers and textbooks alone.

4.4.2 Research Question Two and Null hypothesis Two

As seen in Table 4.2, Null Hypothesis two was rejected on the basis that there is a significant difference in the academic performance of students taught social studies with MS power and those taught with MS word. This equally compelled the study to display positive endorsement for research question two – which invariably implied that difference could be deduced from the academic performance of social studies students taught with MS power point and their counterparts taught with MS word. Table 4.2 showed the difference in their performance in which the mean scores of the experimenntal group taught with MS power point was higher and better than their counterparts in the controlled group taught with MS word.

The essence of postulating this assumption was to justify with exactitude the most suitable IT package (s) for teaching social studies. It became manifest that the experimental group taught using MS power point performed better. Reason was that MS power point is mostly used as presentational software, which presents information in different slides, with effective graphics, and other software features, displayed via the laptops and digital projector. It was observed that in the experimental group where MS power point was used, the teaching-learning interaction was interesting and participatory, which is a comfirmation of the submission of Eden (1973) in

Okam (2002:223) who maintained that: "Student's desire for success is closely linked with their interest, targets, attitude and aptitude".

The researcher is not really aware of any particular study to be proved or disproved by the findings of this study. However, it could be infared that the use of MS power point to prepare, produce and transmit information to students should be the preoccupation of social studies teachers. Although Abah (2007:132) argued that "there is no particular curriculum that clearly specified the exact IT packages for teaching at different times", but on the contrary, this study has proved beyond doubts that an ideal presentational package which is MS power point has been found relevant in social studies classroom to improve the academic performance of students. In the perception of the researcher, if relevant facilities of IT-based instruction are patronized, they will provide practical and visual experiences that would be missing in traditional mode of teaching in social studies which is often referred to as the 'talking and chalking' technique or teacher-centered approach.

4.4.3 Research Question three and Null hypothesis three.

Null hypothesis three which states that there is no significant difference between the academic performance of social studies male students taught with IT packages and their female counterparts taught with IT packages was retained as seen in table 4.3. With the acceptance of hypothesis three, it shows

a positive confirmation to research question three that gender does not affect the academic achievements of students with regards to the application of IT-based instruction in teaching. As a matter of fact, this particular hypothesis was contrary to the expectation of the researcher. Owing to the fact that the male students were expected to perform higher than their female counterparts. The female students were observed to be mostly inconsistent in the attendance of their lectures and were habitually coming into the class late. However, their performance made the experiment one of the most interesting exercise, which led to the acceptance of null hypothesis three. Devoid of the female's inconsistent attendance, a comparative percentage of them, who had personal computers copied and down loaded the entire lecture into their various storage devices for personal study. With their performance, it could be infrared in consonance with Bayero (2007:5) that, "students who are really exposed to other IT packages to get information, may not necessarily be in the classroom on a face-to-face contact with their teachers or lecturers before learning takes place".

In addition, the above findings are consistent with the submissions of Abah (2007:133) who posits that: "The effect of IT packages is not restricted to any age, ability level, gender, race, nation or location. Instead he advised that instructors should construct sensible IT Pathways that may meet the need

of different teaching methods, abilities and class groupings". Finally, the result of this finding and recurring reactions agrees with the position of Malum and Obe (2007:217) who asserted that: "male and female students are not significantly different in their anticipation of the prospects of IT-based instruction in teaching and development of education". This was as a result of the mean performance of the entire students they examined in their study.

Despite the omnibus performance of female students in the experiment, suffice it to say that some female experts in education still believe that their female counterparts are being marginalized when it comes to the application and utilization of IT devices in teaching and learning processes in schools. That in most cases where these other IT facilities like the internet services are provided, they believed the male students dominate the systems. This contention is clearly seen in the emphatic resonance expressed by Utulu (2007:149), when she submited that very small number of women have the possibility of using new information technologies. That women's access to IT has been restricted by geographical location, time, and cost, social and cultural norms. She finally stated that information technology is not gender neutral.

Obviously, her contention has been refuted or disproved by the findings of this study. This study has shown that female students have the potentials to perform excellently, if they can commit themselves like their male

counterparts. Interestingly, this study has proved that IT imperatives have effects on any one patronizing it. In a nutshell, Onwuegbuna *et al* (2007:109) advised that, "it is imperative for female students, if they think IT is not gender neutral, to ensure that they understand the significance of IT and use them effectively. If not, they will become further marginalized from the mainstream of education as they claim". With the position this findings have demonstrated, gender shouldn't be a barrier to the patronage of IT imperatives in teaching and learning process in our institutions.

4.4.4. Research Question Four and Null Hypothesis Four.

This is the last leg of the experiment conducted on social studies students in Federal government-owned institution and state government-owned. The rationale for testing this hypothesis was to justify clearly whether the locations of these institutions, had any effect on the academic achievements of students, when IT is used in teaching. As could be seen in table 4.4, null hypothesis four was rejected. The disconfirmation of hypothesis four has automatically confirmed research question four, which justified the extent to which students in federal government-owned institution performed better than their counterparts in state government-owned institution. It was observed from table 4.4, that the mean performance of Federal government owned institution students was higher than mean performance of students of

state government-owned institution when IT-based instruction is used in social studies classroom. This became manifest during the experiment that students in federal government-owned institution were more exposed to I.T. facilities before the experiment than students in state government-owned institution. Secondly, it was observed that the Federal government-owned institution had more facilities, stable power supply, functional IT- equipments like –e-library facilities and wireless internet services with wider coverage. The availability of these facilities made them more acquainted with IT-imperatives, Hence their out-standing performance. Though, it was observed that students in state government-owned institution, were more committed in the attendance of their lectures compared to their counterparts in federal government-owned institution, who were inconsistent. The reason for the commitment of state government-owned institution students was based on the fact that IT-based instruction seemed to be somewhat new, appealing and innovative to their learning experiences compared to their colleagues in federal government-owned institution, who are familiar with IT-facilities. However, the performance of state government-owned institution social studies students was commendable as no student failed. Even though they performed below their counterparts in federal government-owned institution, the mean difference between the two groups was very little. See appendix D for the raw scores of

students. This shows that the issue of IT in the exact words of Aboho (2007:27) "is not just about availability of hard ware and soft ware. It encompasses appropriateness, values to be added to learning, competent technical and instructionally developed instructors, cost effectiveness, readiness to become familiar with the new learning environment and consideration of social and cultural milieu in which the instruction is put to work". This was the case of students in state government-owned institution, who were adversely ready to familiarize themselves with the potentials of IT-based instruction to enhance their academic performance in social studies.

The victory herein is that, IT has the potential to enhance teacher education. Thus, provision of adequate IT facilities in our institutions situated at difference locations enhances the performance of students in social studies. it will give the social studies trainees and trainers access to huge variety of knowledge from various sources.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS.

5.1 SUMMARY

This is an experimental research that examined practically the effect of I.T-based instruction on the academic performance in social studies among NCE students in Kogi state. Four research questions and four hypotheses were postulated for the study which were tested. Related literature were reviewed in this study to give the study a professional framework. The posttest only controll group design was used in the study. A sample of 120 was taken out of the total population of 1,049 NCE social studies students of COE Ankpa and FCE Okene, who are within the levels of NCE 11 and NCE III respectively through the use of simple ramdom sampling.

The Social Studies Information Technology Performance Test (SSITPT) was constructed and administered to examine the performance of the experimental and controlled groups that constituted the study. See appendix C for the test items. Thereafter, the SPSS version 16 was used to analyze the t-test and make statistical inferences. The level of significance for rejecting or retaining the null hypothesis was placed at 0.05% with degree of freedom of 118 for hypothesis one and 58 for hypothesis two, three and four respectively. The findings forms the experiment are summarized as follows:

i. There is significant difference between the academic performance of student's taught social studies using IT packages and those taught with traditional techniques.

ii. There is significant difference between the academic performance of students taught social studies with MS power point and those taught with MS word.

iii. There is no significant difference between the academic performance of social studies male students taught with IT packages and their female counterpart taught with IT packages.

iv. There is significant difference between the academic performance of socials studies students of federal government-owned institution and students of state government-owned institution when applying IT-based instruction into teaching in social studies.

5.2 CONCLUSION

Based on the findings espoused above, the following conclusions are drawn from the experiment. that:

i. The use of IT-based instruction in the teaching of social studies enhances the performance of students compared to the use of

other traditional teaching techniques in social studies like, lecture method, dramatization, questioning and role playing.

ii. A Microsoft power point presentational package has been justified to be the most suitable IT-based instruction to be used in the teaching social studies.

iii. The locations of teacher training institutions in places where adequate social amenities and infrastructure like consistent power supply, availability of IT facilities, makes teaching and learning processes in social studies interesting; and

iv. Gender is not a barrier to the preparation, production, application, transmission and utilization of IT-based instruction in social studies to enhance teaching learning process and the performance of social studies students. I.T has proved to be effective on both male and female students who utilize its imperatives for instructional development.

5.3 RECOMMENDATIONS

In view of the findings and conclusions drawn from the experiment, the following recommendations are proffered for social studies curriculum and instruction experts, policy makers and other educational authorities:

i. There is outright need for the incorporation of modern IT-based instruction into the teaching and learning of social studies in teacher training institutions. Experts in social studies should collaborate with IT-Firms to help produce social studies course ware that would simplify teachers' challenges in producing a well structured IT-based lesson. Teachers on their part should over look the burden of preparing, producing and transmitting these instructions via digital projector and laptops. This will enable them cover adequate content in the social studies course description.

ii. Social studies teachers must train and retrain themselves continuously on the use of IT-based instruction. They should at least understand the organization of content in MS power point and the use of modern digital projectors to present their lectures. This will enable them keep their experiences abreast with the different versions of IT-based softwares introduced at any time.

iii. Government on its part should provide adequate, effective and functional IT-facilities to teacher training institutions. It is obvious that the population explosion experienced in teacher education today has made these existing facilities inadequate.

Thus, every department should as a matter of urgency provide at least commensurate number of digital projectors to meet the needs of her lecturers. As for lecturers, though, it is interesting today to see that majority of lecturers have their personal computers (PCs).When these efforts are synergized, They will encourage students with PC(s) to easily download or copy the entire content of the lecture for their personal study.

iv. Social studies lecturers should compel their students to generate information from the internet and other IT-related sources of information, when individual or group assignments are given to them. The teacher should ensure they guide the students on the relevant search engines or websites to download their necessary information.

v. Female teachers and students should be encouraged to patronize IT based instruction. They should brace up to the challenges of gender sensitivity and continue to compete favorable with their male counterparts both as teachers and as students. This would lead to a balanced scale in educational development in our society. More so, that IT-based instruction is not gender biased as proved by the study.

vi. Computer literacy must be one of the basis for employing a social studies lecturers in teacher training institutions. With this new order of instruction, social studies education will become more relevant, attractive, interesting and teacher-student oriented.

vii. Finally, as a matter of urgency, there is need to establish an Advanced National Institute of Social Studies (ANISS) to be charged with the responsibility of training and retraining social studies teachers on contemporary teaching techniques that is built or the principles of information technology and globalization. Obviously, if other professions like legal, medical, accounting Just to mention a few, could have their advanced training institutes, why should social studies be restrained. It would be of educational interest to decentralize the training of teachers from the conventional Teacher training institution; to give credence to this (ANISS), to produce hi-tech social studies instructors that will make social studies all encompassing, functional and part of the renaissance process of globalization.

5.4 LIMITATIONS OF THE STUDY

I. The researcher would have loved to cover the COEs in North-central states of Nigeria. However, time, cost and other

extreanous circumstances, confined the research to COEs in Kogi State. This perharps was the attributable to the result of findings manifest in this study.

II. The experiment was limited by the cost of hiring the digital projector. This reduced the number of days originally prepared for the experiment to four weeks two days each. It distracted the value of the conclusion drawn.

III. The students that constituted the study were not really consistent. Though they co-operated to an extent, but were not consistent due to the internal crisis going on within the campuses at different times. However, the study had to make use of the available students.

IV. It was observed that despite the orientation given to the students by the HODs of both institutions, the controlled groups where the traditional teaching techniques was used did not take the achievement test serious, because they discovered that the assessment was not part of their C.A. Hence their possible poor performance. If they had taken it more serious their mean difference with the experimental group wouldn't have been much.

5.5 SUGGESTIONS FOR FURTHER STUDIES.

I. This study limited itself to the use of digital projector and the laptop to teach social studies content prepared in MS power point and MS word. There is need to explore other Packages of information technology like the use of IT to prepare an Advanced organizer model of teaching in social studies, simulations games and activities, costruction methods and the use of internet as part of expository method of teaching, to enhance the performance of students in social studies.

II. There is need to extend this research to the university system, where modern IT-facilities are available to see the further manifestations of the effects of IT-based instruction in teaching.

III. Efforts should be intensified in subsequent studies to use the pretest-posttest control group design to prove or disprove the findings in this research, because this study employed the posttest only control design to carry out the experiment and make inferences.

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... student of social studies in the department of Education, Ahmadu bello University, Zaria.

Am currently conducting a research on the *effects of information technology-based instruction on the academic performmance of NCE social studies students in kogi state.*

For the purpose of this research, i shall be gratiful if you could provide me with figures on the total population if your NCE II and NCE III social studies students. Please insert the figures in the gaps provided below.

Population of NCE social studies students in Federal College of Education, Okene.

NCE II 347 students.

NCE III 190 students.

_____ _____

Head of department's Name Signature/Date

Thank you for your cooperation.

Yours sincerly,

Ajibili Ocheje

APPENDIX B

Department of Education,
social studies section,
Ahmadu Bello University,
Zaria.
24th February, 2011

The Head,
Department of social studies,
College of Education,
Ankpa, Kogi state.
Dear sir/madam,

REQUEST FOR THE TOTAL POPULATION OF NCE II AND III SOCIAL STUDIES STUDENTS OF THE DEPARTMENT.

I am a postgraduate Masters student of social studies in the department of Education, Ahmadu bello University, Zaria.

Am currently conducting a research on the *effects of information technology-based instruction on the academic perforrmance of NCE social studies students in kogi state.*

For the purpose of this research, i shall be gratiful if you could provide me with figures on the total population if your NCE II and NCE III social studies students. Please insert the figures in the gaps provided below.

Population of NCE social studies students in College of Education, Ankpa.

NCE II 296 students.

NCE III 216 students.

Head of department's Name

Signature/Date

Thank you for your cooperation.

Yours sincerly,
Ajibili Ocheje

APPENDIX C

RAW SCORES OF SOCIAL STUDIES STUDENTS THAT CONSTITUTED THE EXPERIMENT

FCE OKENE EXPERIMENTAL	FCE OKENE CONTROLLED	COE ANKPA EXPERIMENTAL	COE ANKPA CONTROLLED
71	60	68	40
68	60	62	52
65	40	71	40
65	43	56	60
35	42	62	55
41	46	65	46
68	57	68	63
49	56	53	70
77	57	55	40
65	40	56	60
71	53	41	46
68	50	71	60
71	40	68	47
71	58	68	63
68	58	53	41
68	65	46	53
71	45	40	62
65	60	59	57
77	66	42	40
65	53	71	65
68	60	59	55
68	42	62	78
68	64	74	50
68	60	77	57
56	50	55	46
56	64	41	42
47	70	59	63
59	72	47	40
59	68	53	40
68	46	45	53

APPENDIX D

SUMMARY OF THE SPSS VERSION 16 ANALYSIS TABLE USED FOR TESTING THE NULL HYPOTHESES POSTULATED.

HYPOTHESIS ONE:

Column1		Column2	
Mean	60.9	Mean	53.81667
Standard Error	1.36081149	Standard Error	1.28584
Median	65	Median	55
Mode	68	Mode	40
Standard Deviation	10.5408005	Standard Deviation	9.960076
Sample Variance	111.108475	Sample Variance	99.20311
Kurtosis	-0.40422599	Kurtosis	-0.87641
Skewness	-0.68269682	Skewness	0.135406
Range	42	Range	38
Minimum	35	Minimum	40
Maximum	77	Maximum	78
Sum	3654	Sum	3229
Count	60	Count	60
Confidence Level(95.0%)	2.72297748	Confidence Level(95.0%)	2.57296

t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	60.9	53.81666667
Variance	111.108475	99.20310734
Observations	60	60
Pooled Variance	105.155791	
Hypothesized Mean Differ	0	
df	118	
t Stat	3.78339521	
P(T<=t) one-tail	0.00012226	
t Critical one-tail	1.65786952	
P(T<=t) two-tail	0.00024452	
t Critical two-tail	1.98027223	

S/N	GROUPS	NO	MEAN	D	r value	df	t value	t critical	p value
1	exp	60	60.9	10.5408	0.19	118	3.78	1.98	0.00024
2	ctrl	60	53.82	9.960076					

HYPOTHESIS TWO:

Column1		Column2	
Mean	63.86667	Mean	58.23333
Standard Error	1.797018	Standard Error	1.952118
Median	68	Median	59
Mode	68	Mode	63
Standard Deviation	9.84267	Standard Deviation	10.69219
Sample Variance	96.87316	Sample Variance	114.323
Kurtosis	2.003684	Kurtosis	-0.95989
Skewness	-1.48165	Skewness	-0.17204
Range	42	Range	37
Minimum	35	Minimum	40
Maximum	77	Maximum	77
Sum	1916	Sum	1747
Count	30	Count	30
Confidence Level(95.0%)	3.675313	Confidence Level(95.0%)	3.99253

t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	63.86667	58.23333333
Variance	96.87816	114.3229885
Observations	30	30
Pooled Variance	105.6006	
Hypothesized Mean Diff	0	
df	58	
t Stat	2.123137	
P(T<=t) one-tail	0.01901	
t Critical one-tail	1.671553	
P(T<=t) two-tail	0.038021	
t Critical two-tail	2.001717	

S/N	GROUPS	NO	MEAN	S/D	r value	df	t value	t critical	p value
1	exp oke	30	63...7	9.84	-0.03	58	2.12	2	0.04
2	exp anp	30	58.23	10.69					

HYPOTHESIS THREE:

Column1		Column2	
Mean	62.33333	Mean	59.76667
Standard Error	1.886024	Standard E	1.979018
Median	66.5	Median	59
Mode	68	Mode	68
Standard Deviation	10.33018	Standard D	10.83953
Sample Variance	106.7126	Sample Va	117.4954
Kurtosis	0.811998	Kurtosis	-0.89653
Skewness	-1.21143	Skewness	-0.31496
Range	42	Range	37
Minimum	35	Minimum	40
Maximum	77	Maximum	77
Sum	1870	Sum	1793
Count	30	Count	30
Confidence Level(95.0%)	3.857353	Confidence	4.047547

	Variable 1	Variable 2
Mean	62.33333	59.76667
Variance	106.7126	117.4954
Observations	30	30
Pooled Variance	112.104	
Hypothesized Mean Difference	0	
df	58	
t Stat	0.938868	
P(T<=t) one-tail	0.175846	
t Critical one-tail	1.671553	
P(T<=t) two-tail	0.351692	
t Critical two-tail	2.001717	

S/N	GROUPS	NO	MEAN	S/D	r value	df	t value	t critical	p value
1	exp male	30	62.33	10.33	0.03	58	0.94	2	0.35
2	exp female	30	59.77	10.84					

HYPOTHESIS FOUR:

Column1		Column2	
Mean	63.86667	Mean	58.23333
Standard Error	1.797018	Standard Error	1.952118
Median	68	Median	59
Mode	68	Mode	68
Standard Deviation	9.84267	Standard Deviation	10.69219
Sample Variance	96.87816	Sample Variance	114.323
Kurtosis	2.003684	Kurtosis	-0.95989
Skewness	-1.48165	Skewness	-0.17204
Range	42	Range	37
Minimum	35	Minimum	40
Maximum	77	Maximum	77
Sum	1916	Sum	1747
Count	30	Count	30
Confidence Level(95.0%)	3.675313	Confidence Level(95.0%)	3.99253

t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	63.86667	58.23333333
Variance	96.87816	114.3229885
Observations	30	30
Pooled Variance	105.6006	
Hypothesized Mean Differ	0	
df	58	
t Stat	2.123137	
P(T<=t) one-tail	0.01901	
t Critical one-tail	1.671553	
P(T<=t) two-tail	0.038021	
t Critical two-tail	2.001717	

S/N	GROUPS	NO	MEAN	S/D
1	exp oke	30	63.87	9.84
2	exp anp	30	58.23	10.69

r value	df	t value	t critical	p value
-0.03	58	2.12	2	0.04

APPENDIX E

SOCIAL STUDIES STUDENTS INFORMATION TECHNOLOGY PERFORMANCE TEST (SSITPT).

Answer all questions. *Time Allowed: 50 MINUTES*

SECTION A

INSTRUCTION. Circle the correct answer from the options provided.

1. -------- refers to a legal member of a country who has full allegiance to his sovereign nation and responds to national calls. A- Alien B- foreigner C- Immigrant. D- Citizen

2. By the 1999 constitution of Nigeria, WHICH of the following sources of Nigerian citizenship is the most appropriate for a foreign woman who is married to a Nigerian?
A- Citizenship by Naturalization B- citizenship by Registration C- citizenship by decent D- Citizenship by birth.

3. A citizen naturalizing in Nigeria by virtue of the 1999 constitution must fulfill the following conditions EXCEPT.
A- Such a person must be of full-age capacity.
B- Such person must have been part of the peacekeeping missions in Nigeria and other countries.
C- Such a person must show by words or deeds his desire to domicile in *Nigeria.*
D- Such a person must take the oath of allegiance prescribed in the Nigerian constitution.

4. Citizens who demonstrate non-challant attitudes towards nation-building are best referred to as--- A-bad citizens B- inactive citizens C- active citizens D- passive citizens.

5. Which of the following sources citizenship in Nigeria is somewhat unconstitutional?
A- Honourary citizenship B- citizenship by birth C- citizenship by decent D-citizenship by registration.

6. The following are the differences between a citizen and a non citizen

EXCEPT;

A- non citizen has legal membership of the country he lives but a citizen does not.

B- a citizen enjoys constitutional protection and privileges but a non citizen does not.

C- a citizen cannot be deported from his country but a non-citizen can be deported.

D- a Citizen can hold public and elective offices but a non citizen cannot.

7. A citizen's right may be lawfully denied under the following conditions EXCEPT;

A- during periods of peace in the country.

B- If he/she is convicted for committing certain crimes.

C- during periods of external aggressions, civil war or external invasion.

D- by law of slander, libel or sedition.

8. Which of the following countries **Does Not** operate a written constitution?

A- USA B- Niger Republic C- Nigeria D- Sierra Leone.

9. An unwritten constitution has the following features EXCEPT

A- all the precepts, fixed rules are documented. B- There are some judicial decisions.

C-the prime minister presides over governmental policies. D- The bill of rights is sometimes written.

10. a constitutional amendment process where the principles of governance cannot be changed easily best describes ------A- flexible constitution B- confederal constitution C- Unitary constitution

D- *Rigid constitution.*

11. In a confederal constitution, the following features are manifest EXCEPT---

A- it is a compromised form of constitution.

B- it is adopted in order to accommodate groups that are prone to secession.

C- all the bodies that make laws do so on behalf of the supreme body.

D- the groups are not willing to surrender their autonomy totally.

12. The Northern and Southern protectorates of Nigeria were amalgamated in 1914 by WHICH of

the following Governor-generals? A- Sir Arthur Richards B- Sir Oliver Littleton
C- Sir Huge Clifford D- Sir Fredrick Lugard.

13. Lagos was annexed as a British colony in what year? A-1900. B- 1861. C- 1893. D- 1906.

14. WHICH of the following was the last pre-colonial constitution in Nigeria?
A- Littleton's constitution. B- Macpharson's constitution. C- Luggard's constitution.
D- Richard's constitution.

15. WHICH of the following is not a fundamental provision of the Republican constitution of 1963?
A- The Queen of England was removed as the Nigeria's Head of state.
B- a Nigerian head of government emerged.
C- it saw the removal of the last vestiges of British colonial rule in Nigeria.
D- it provided for the position of an Executive president and a Bicameral legislature.

16. matters concerning public order, universities, drug regulations prisons and labour are in the
exclusive reserve of WHICH of the following----A- the state government. B-the federal Government. C-the federal and state government. D-the exclusive list.

17. a political system where the Head of state is different from the head of government best
Describes which system of government?
A- Cabinet system B- presidential system C-socialist system D- military system

18. a system of government exclusively controlled by religious leaders is synonymous to which of
the following--- A- democracy B- Aristocracy C- theocracyD- monarchy

19. WHICH of the following best describes the tiers of government in Nigeria?
A- Legislatures, executives and judiciary.
B- the Senate, House of Representatives and other Legislatures.
C- the Federal, State and Local Government.

D- Federal legislatures, national assembly and local government.

20. Who introduced the *'Ethical Revolution'* as his political control of indiscipline in Nigeria?
A- Gen. Yakubu Gowon. B- Alh. Shehu Shagari. C- Umaru Musa Yar'adua.
D- Gen. Muhammadu Buhari.

SECTION B:

INSTRUTION: please underline the correct answer either (True/False).

21. A person born outside Nigeria whose parents or grand parents are aliens can be said to be a citizen of Nigeria by birth. TRUE / FALSE
22. Only non-citizen of a country can be allowed to vote and be voted for in an election in Nigeria.
TRUE / FALSE
23. By the Nigerian constitution, non-citizens can belong to a political party.
TRUE / FALSE
24. Pursuant to the 1999 constitution of Nigeria, it is the duty of the Government to provide all the needs of her citizens. TRUE / FALSE
25. In a Socialist system of government, there is only one political party allowed to represent the
entire people TRUE/FALSE.
26. Constitutionalism is a form of government where the legislature, executives and judiciary do not function independently. TRUE/FALSE.

27. Under a constitutional monarchy, the power of the monarch is unlimited.
TRUE/FALSE.

28. President Umaru Musa Yar'dua introduced the Economic and Financial Crimes Commission. (EFCC) TRUE/FALSE.

29. The Red Eagle on the Nigeria Coat of Arms represents the Dignity of Nigeria. TRUE/FALSE.

30. The Nigerian President as the commander-in-Chief of the Armed Forces has the powers to declare war and conclude treaties with any country.
TRUE/FALSE.

SECTION C:

INSTRUCTION: - filling the gaps with the most appropriate answer.

31. _____ is a set of rules custom and principles by which a country governed.

32. i _____ ii _____ iii _____ and iv _____ discribe the kinds of Authority.

33. MAMSER means:-

_____

34. The flower known as _____ represents the beauty of Nigeria.

35. What does WAI–C stands for

_____

36. A group of neighboring states that agree to come together as one single country best describes:-

_____

37. The body responsible for conduct of a free and fair election in Nigeria today is fully known as

_____

38. _____ was the name of the flag used in Nigeria before the hoisting of the Green, white and green colors of the Nigeria flag.

39. *The Igbo Federation Union founded by Nnamdi Azikiwe in 1949* later became _____ political party.

40. *Give one (1) objective of citizenship education to the Nigeria society*

_____

_____

SECTION D: ESSAY.

1. Give five (5) fundamental Human rights as stipulated in the 1999 constitution of the Federal Republic of Nigeria.
2. Enumerate five duties and obligation of a Nigeria citizen.

181119

APPENDIX F

RAW SCORES OF STUDENTS THAT CONSTITUTED THE PILOT TEST.

X	Y
60	53
68	48
64	48
50	52
40	61
60	66

K-R 21 formular

$$\text{K-R 21: } rxx = \frac{n}{n-1}\left\{\frac{1-\bar{x}(n-\bar{x})}{nSx^2}\right\}$$

where n= number of items in the test

$Sx^{2=}$ varience of the tootal test

$\bar{X}$= mean of the total test.