Teachers' Attitude and Utilization of ICT Integration into the Teaching of Social Studies in Ile-Ife Upper Basic Schools

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Abstract
This study aimed at investigating teachers' attitude and utilization of Information and Communication Technology (ICT) adoption into Social Studies teaching among upper Basic Schools in Ile-Ife. The study was carried out with the intension to understand how the subject can be taught using computer approach. The paper adopted a sample survey research design with the population consisting all Social Studies teachers in Ife. The sample size consists of 60 Social Studies teachers randomly selected from the population. The finding revealed that teachers' perception towards integration of ICT into Social Studies teaching amongst Ile- Ife upper Basic Schools is good at 51.7%. The finding further showed that the teachers' attitude towards integration of ICT into Social Studies teaching in the selected schools was positive at 53.3%. More so, the finding showed that the extent to which the teachers utilized ICT facilities for Social Studies teaching in the schools was moderate at 50.0%. Conclusively, teachers teaching Social Studies had good perception and attitude to integrate ICT resources into the subject teaching process in Ile-Ife upper Basic Schools. Thus, it was suggested that School management ensure that the qualified Social Studies teachers be employed and trained deploy ICT use to teach the subject. Additionally, philanthropists and non-governmental organization should assist the government in the provision of ICT resources to improve the teaching process of the subject, particularly atthe upper Basic Schools.

Keywords: ICT, Social Studies, teachers' perception, teachers' attitude, Technology Accepted Model

Introduction

In recent time, it is essential for both pre-service and in-service teachers to be acquainted with the use of digital devices as well as its operation in order to implement ICT tools in education. If this failed to happen, it would seem that the teachers may be regarded as unserviceable in a dynamic globe saturated with evolving technological devices (Ogbaji, 2017). This then appeared to be one of the basic reasons why it is challenging for teachers to incorporate ICT resources into teaching of their subjects. However, the integration of ICT into school curriculum is a crucial process that leads quality education in recent time (Hue & Jalil, 2013). It is also imperative that teachers teach students with modern technology become they belong to digital native in the global world of 21st century (Prensky, 2001).

Though, the presence of digital devices alone without teachers' good perception and positive attitude towards use of the tools may not stimulate significant changes in teaching Social Studies as a school subject. This is because teachers' involvement is an essential ingredient of ICT implementation in an educational system. For instance, a study by Atubi, (2022) revealed that few ICT resources that could be used for pedagogical activated which have positive impact on Social Studies teaching in Nigerian's classroom. These are; smart phones, computers, access to Internet, presentation applications, virtual learning as well as social network (Atubi, 2022). The function of these technological resources in teaching and learning became obvious during the pandemic which shutting down academic actives in most schools in the world. The adoption of e-learning became prominent and it helped in overcoming several the challenges brought by pandemic, unrest, limited space, time, distance among others on education.

In integration of ICT into classroom practices, there are four major factors that are expected to be considered, namely; ICT resources, curriculum, teachers' ICT literacy and teachers' affection. In this paper, it is assumed that the first three factors are available while we major on teachers' affection for adoption of ICT resource in classroom practices where ICT is incorporated in the school curriculum. Affection is seen as an "overall of attitudes and feelings related to the subject actions, engagement and motivation" (Lent, 2019, p. 164). According to Kilinc et al. (2016) attitudes of teachers are essential in the constructs needed for technology integration into social studies teaching in schools. The authors found that the Social Studies teachers in Pakistan demonstrated positive attitudes towards integration of ICT into the teaching process. Likewise, Ukoh and Adewale (2014) revealed that most science teachers in Oyo State of Nigeria had positive attitudes towards ICT integration into education. Jegede (2007) argued that as teachers see the relevance and importance of adopting ICT to aid pedagogy, their attitudes and concern positively grow. It then implies that, the attitudes that teachers have may motivate them to willing or not to adopt any evolving technology into their subject teaching.

Teachers' perception of ICT integration into school curriculum has been considered important to teaching and learning. For instance, in a study conducted in Ghana by Enchill (2020) found that teachers demonstrated good perception to ICT resources deployment in Social Studies teaching in the study area. Similarly, Mensah and Osman (2022) found perception of teachers towards integratingICT devices into pedagogy of Social Studies to be positive. The authors further explained that the teachers' perception revolved around the incorporation of ICT into Social Studies teaching in order to make lessons more engaging, permitting teachers to effortlessly and conveniently facilitate learning processes. Bariham (2022), however found that Ghanian teachers' perceptionof learning online have no significant impact on ICT adoption in Social Studies teaching as well as learning in the schools. The author thus suggested that teachers' capacity building on how to utilize online teaching-learning process. In Nigerian context, empirical evidence of teachers' perception on ICT integrated into Social Studies teaching appeared limited. However, in other field like sciences, researches have shownthat teachers'perception about ICT integration into their subject area were positive. For example, a study by Amuda and Mohammed (2022) revealed significant relationship between perception of Physics teachers and utilization of ICT for teaching Physic. Thus, since most studies reviewed in this paper regarding Social Studies teachers' perception and attitudes to adoption of ICT to teach the subject emanated from international works, this study wished to investigate that within the Nigerian context.

Considering the theoretical framework that is applicable to study, Davis (1985, 1989)'s Technology Acceptance Model (TAM) was adopted to guide and explain data set of Social Studies teachers. To start with, the first model designed to show predict users' acceptance of Information System (Davis, 1985; Davis, Bagozzi, & Warshaw, 1989) was TAM. The model extended existing theories like Theory of Reason Action as well as Theory of Planned Behaviour by two variables known as perceived-ease-of-use and perceived usefulness (Davis, 1989). Perceived-ease-of-use is regarded as extent to which a teacher believed that adopting ICT devices would be easy. The perceived usefulness on the other handmeans the degree to which teachers believed that ICT resources will help Social Studies teachers to teach their subject. According to Amin and Li (2014), TAM was designed to explain the influence of external constructs on internal ones like; beliefs, attitudes, and intentions. Recently, Elsayed and Saad, (2023) used TAM to predict users' behaviour, intension and adopt of Information System. The study by Naimipour, Guzdial, and Shreiner (2020) utilized TAM to explain pre-serve teachers use of technology tool. The study found that there is correlation between PEOU and perceived usefulness. The robustness of TAM has granted it widespread utilization (Soun, Chov, & Ou, 2022; Shaikh & Karjaluoto, 2015). Based on the forgoing, the adoption of TAM in this current paper lies in its relevant to ICT devices utilization in Social Studies teaching in Nigerian schools. The perceived-ease-of-use showing the relevancy with perception and extent of use. While perceived usefulness is correlated with teachers' attitude and beliefs. The theory identifies the essentiality inthe teacher's perception, attitude and the extent of ICT devices utilized in classroom to facilitate the Subject teaching. The theory illuminates the fact that integration of ICT into teaching, inevitably occupies a vital place in Social Studies teaching.

It is interesting to note that without teachers 'involvement in learning, some students may not take advantage of all the available potential benefits of ICT despite the fact that the learners belong to digital native. Thus, teachers need to actively participate in utilization of ICT tools to facilitate teaching. On the contrary, study has shown that most teachers use ICT tools for social networks and entertainments rather than academic purpose (Gebremedhin & Fenta, 2015). The teachers who used ICT, are yet to fully prepare to teach with modern tools (Zhang & Chen, 2022). Therefore, since the tendency of using ICT in teaching and learning strongly depends on the attitudes of the teachers (Dhungel, 2020; Mane, 2019), this current study aimed to investigate attitude of teachers to use of ICT while teaching Social Studies in Ile-Ife, Osun State of Nigeria. This was based on the assumption that effective use of ICT devices would help to motivate students while learning and hence improve qualities of education amongst the upper basic school students.

Purpose of the Study
This paper aimed to examine teachers' attitude as well as utilization of ICT adoption in Social Studies teaching among Ile-Ife upper Basic Schools.

Research Questions
Three research questions guide this paper, namely:
i.   What perception do teachers of Social Studies have to ICT use while teaching the subject?

ii.   What attitude do Social Studies teachers demonstrate towards using ICT resources for the teaching process?

iii.   What extent do the teachers deploy ICT facilities for teaching Social Studies in Ile-Ife upper basic Schools?

Methodology

This study adopted a descriptive research survey design and employed Technology Adoption Model (TAM). The research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was considered suitable since the study sought to **investigate** teachers' perception, attitude as well as ICT utilization in facilitating Social Studies in upper basic schools. The targeted population for this study was the entire upper basic school three in Ile-Ife, Osun State. For this research, the researcher used a simple random sampling technique. This technique was used because each member or element of the population has an equal and independent chance of being selected to form the sample group. It also permits every participants of the population to be selected without bias and is also easy to use (Mugenda & Mugenda, 2003).In this research, the sample comprises of 60 upper basic school teachers, one each from 20 different upper basic schools in Ile-Ife. A self-designed questionnaire, titled 'Teachers' Perception on the use of Information and Communication Technology will be used to elicit data from research respondents. The instrument TPICT was divided into two sections (A and B). The first section sought for the respondents' demographic data like gender, age distribution, and academic level. While section B which consisted of 26 items in the section were based on four points Likert Scale Model of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) is to elicit information from the respondents on the research questions. The instrument was subjected to face and content validity. The test-retest reliability approach used was analysed using Pearson's Product Moment correlation (PPMC) to obtain a reasonable reliability coefficient at 0.75. The instrument was administered to the respondents as they were told that the participants are free to withdraw from the study anytime without any molestation. Likewise, the respondents were told that the study is voluntary and their identity will be held in anonymity and confidentiality while reporting the results. The collected data in this study were analysed using simple percentage as well as frequency counts. Also, their frequency tables represent the information based on each research question. The results of the analysis are presented in the next section.

Results

The results of this study were divided into three areas in line with the three research questions raised.

Research Question One:

What perception do teachers of Social Studies have to ICT use while teaching the subject?

In order to answer this research question, data collected using 15 items of the instrument on perception of Social Studies teachers utilization of ICT devices in teaching. The items were scored with four-pointLikert scale of "Strongly Agree" (SA) response allotted '4', "Agree" (A) response was allotted '3', "Disagree" (D) response was allotted '2' and "Strongly Disagree" (SD) was allotted '1'. The 15 items were used to measure the perception of the teachers towards utilization of ICT device in facilitating Social Studies in the research area. The responses from individual to each item were computed and the minimum and maximum scores obtained were 15 and 60 respectively. Rated scores on the scale 15-29 were adjudged as having 'Poor Perception', 30-41 were adjudged as having 'Fair Perception', and 42-60 were adjudged as having 'Good Perception' of ICT utilization in teaching Social Studies in upper basic schools in Ile-Ife. The summary of the analysis is as illustrated in Table 1 and Figure 1.

Table 1: Descriptive analysis of the perception of teachers towards utilization of ICT devices in facilitating Social Studies in upper basic schools in Ile -Ife.

S/N	Perception	Frequency (f)	Percentage (%)
1.	Poor	6	10.0
2.	Fair	23	38.3
3.	Good	31	51.7
Total		**60**	**100.0**

N = 60

Results in Table 1 showed the descriptive analysis of the perception of teachers towards utilization of ICT devices in facilitating Social Studies in upper basic schools in Ile-Ife. From the Table, it can be deduced that the Social Studies teachers perceived that ICT adoption into Ile-Ife upper basic schools is good at 51.7%.
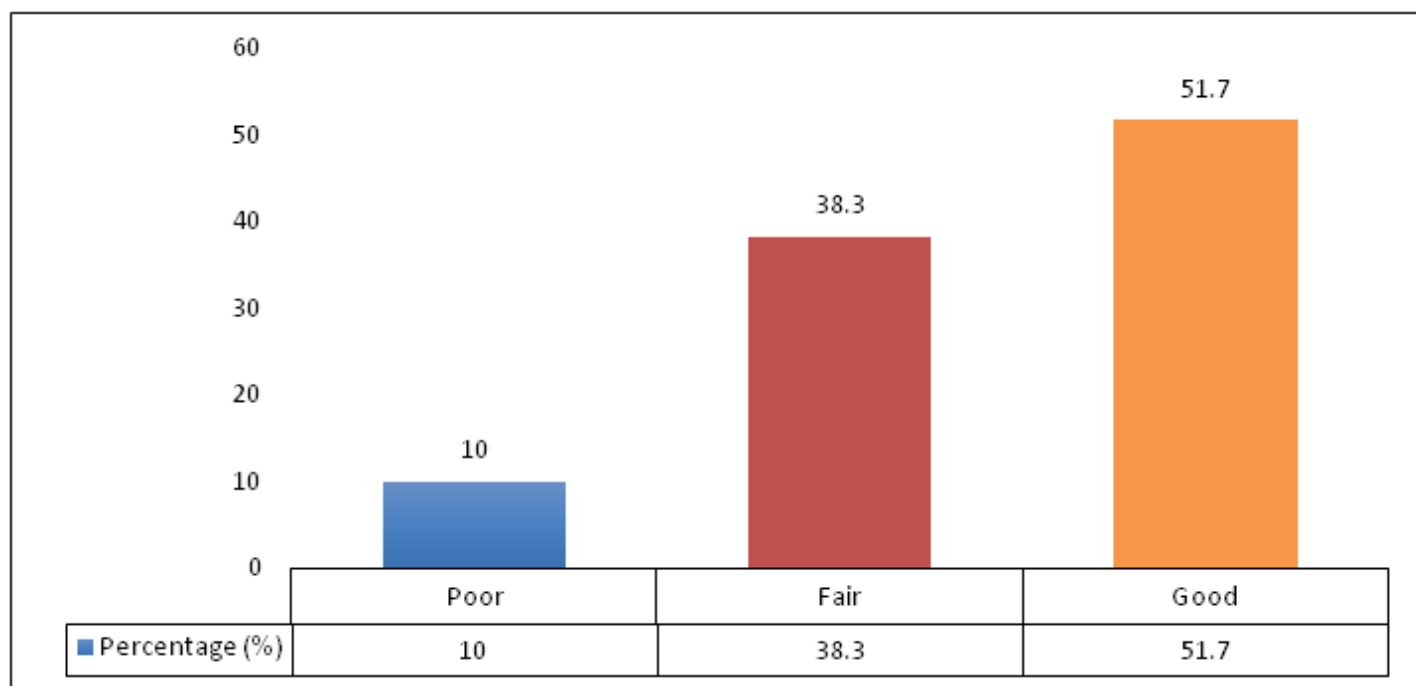

Figure 1: Bar chart showing the perception of Social Studies teachers towards ICT utilization at Ile-Ife upper basic schools.

Research Question Two:

What attitude do Social Studies teachers demonstrate towards using ICT resources for the teaching process?

In responding to the research question above, data collected on the 26 items TPICT instrument were used to determine the attitude of the Social Studies teachers towards ICT utilization in teaching in the study area. Responses from individual to each item were computed and the minimum and maximum scores obtained were 29 and 116 respectively. Rated scores on the scale 29-57 were adjudged as having 'Negative Attitude' towards teaching Social Studies with ICT devices in the selected schools. Rated scores on the scale 58-81 were adjudged as having 'Neutral Attitude' towards teaching Social Studies with ICT devices in the selected schools. Rated scores on the scale 82-116 were adjudged as having 'Positive Attitude' towards teaching Social Studies with ICT devices in upper basic schools in Ile-Ife. The summary of the analysis is as illustrated in Table 2 and Figure 2 below.

Table 2: Descriptive analysis of Social Studies teachers' attitude towards ICT utilization in teaching in Ile -Ife upper basic schools

S/N	Attitude	Frequency (f)	Percentage (%)
1.	Negative	6	10.0
2.	Neutral	22	36.7
3.	Positive	32	53.3
Total		**60**	**100.0**

N = 60

Results in Table 2 showed the descriptive analysis of the attitude of Social Studies teachers towards ICT utilized in teaching in Ile-Ife upper basic schools. It can be gathered from the Table that the attitude of Social Studies teachers towards ICT utilization for teaching in Ile-Ife upper basic schools is positive at 53.3%.
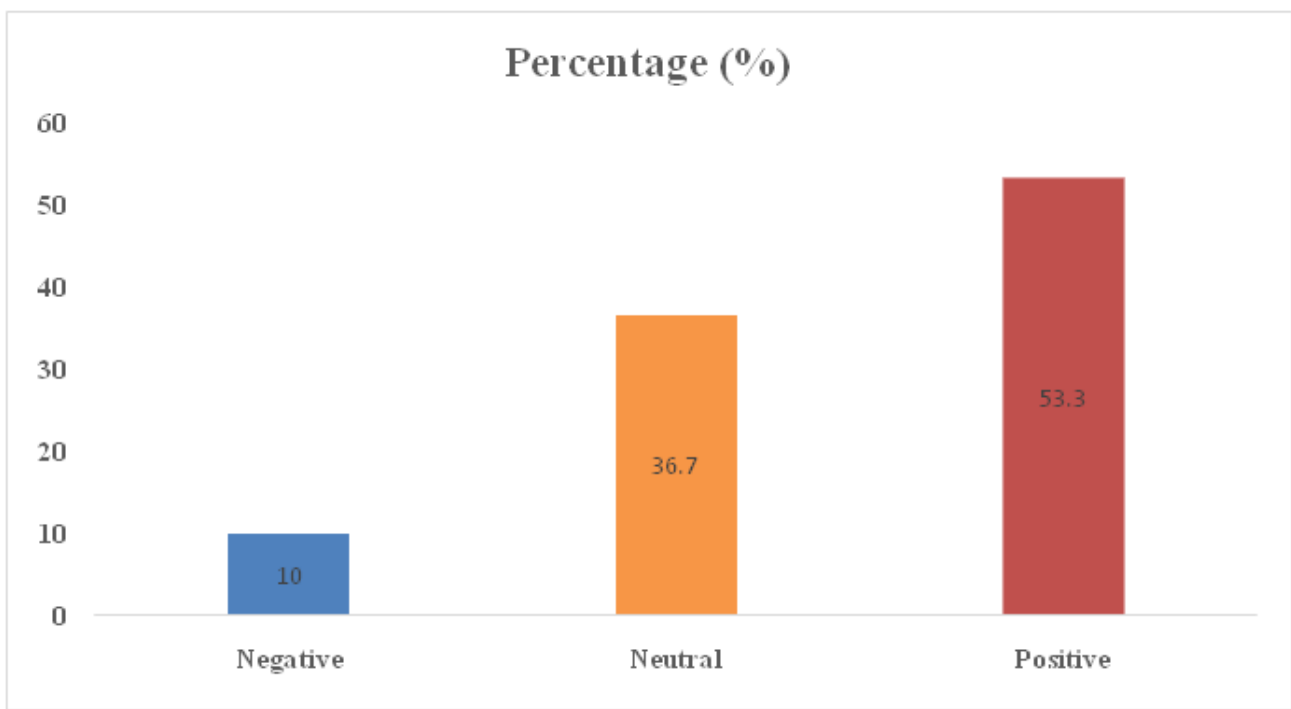
Figure 2: Bar chart showing the attitude of Social Studies teachers towards ICT utilization for teaching in Ile-Ife upper basic schools

Research Question Three:

What extent do the teachers deploy ICT facilities for teaching Social Studies in Ile-Ife upper basic Schools?

In responding to the above research question, the collected data with six items in TPICT instrument were used to measure the extent to which teachers teaching Social Studies utilized ICT resources in their classrooms. Responses from individual to each item were computed and the minimum and maximum scores obtained were 6 and 24 respectively. Rated scores on the scale 6-11 were adjudged as having 'low extent' to Social Studies teachers teaching with ICT devices in the selected schools. Rated scores on the scale 12-16 were adjudged as having 'moderate extent' to Social Studies teachers teaching with ICT devices in the selected schools. Rated scores on the scale 17-24 were adjudged as having 'high extent' to Social Studies teachers teaching with ICT devices in the selected schools. The summary of the analysis is as illustrated in Table 3 and Figure 3.

Table 3: Descriptive analysis of the extent to which Social Studies teachers teaching with ICT devices in the selected schools

S/N	Extent of ICT Usage	Frequency (f)	Percentage (%)
1.	Low	21	35.0
2.	Moderate	30	50.0
3.	High	9	15.0
Total		**60**	**100.0**

N = 60

Results in Table 3 showed the descriptive analysis of the extent to which Social Studies teachers teaching with ICT devices in the selected schools. It can be deduced from the Table that the extent to which the teachers utilized ICT devices in teaching Social Studies is moderate at 50.0% in the study area.
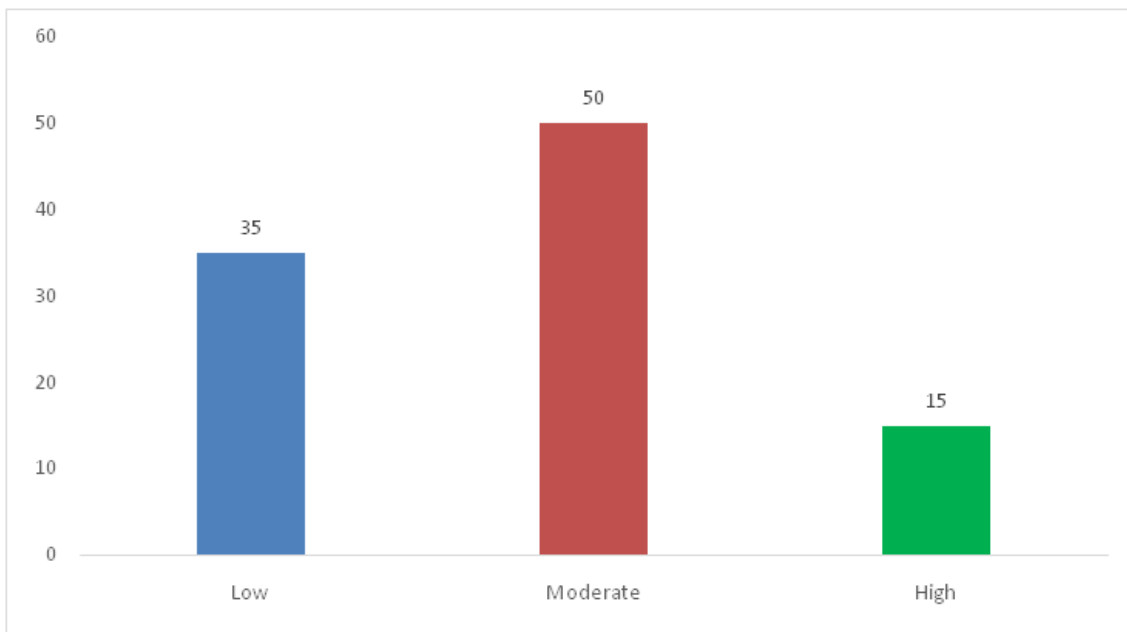
Figure 3: Bar chart showing the extent to which teachers teach Social Studies with ICT devices in Ile-Ife upper basic schools

Discussion of Findings

The study investigated the teachers' perception of Information and Communication Technology integration into the teaching and learning of Social Studies in upper basic schools in Ile-Ife. Findings of this study showed that the perception of Social Studies teachers towards the use of ICT in the teaching the subject in upper basic schools is good and positive in Ile-Ife, Osun State. Since the educators perceived that the ICT tools are useful in teaching social studies, it then implies that it will be used. This finding supports perceive usefulness, one of the components of TAM (Davis, 1989). Similarly, the result is in line with the findings of Hong (2016) who found that most of the Colorado Social Studies teachers had positive attitudes towards ICT use as an instructional tool. Similarly, the study by Bikar, Sharif, Talin, and Rathakrishnan (2020) as well as that of Khokhar and Javaid (2016) found that teachers demonstrated a positive perception toICT utilization in facilitating teaching, learning as well as assessment in classrooms. The Khokhar and Javaid (2016) argued that the respondents could access computers both in schools and home to perform different educational purposes. In addition, Khokhar and Javaid (2016)listed personal computers, Tablets, laptops, iPads, as well as smartphones as ICT devices that the teachers have access to.

The finding of this current study further revealed attitude in which teachers teaching Social Studies demonstrated to utilization of ICT in facilitating their subject in the upper basic Schools is positive in Ile-Ife, Osun State. This finding is in congruent with that of Mane (2019) who found that Georgia teachers had positive attitude toward ICT proficiency. The results of this current study finally indicated the extent that the teachers utilized ICT resources to facilitate their subject in upper basic schools is moderate. This extent of ICT resources utilization is the perceived ease-of-use found in TAM (Davis, 1989). This component is key to Social Studies when integrating ICT devices into the subject in the classrooms. However, the result of this study was not in line with that of Aramide and Oyewusi (2015)who found that the extent to which Ekiti Unity Secondary schools teachers utilized ICT resources for teaching process is low. The authors argued that the ICT resources were not really available in the schools. This may then account for the low extent of use of the ICT tools by the teachers. The then emphases the key place of availability of ICT facilities resources to teachers' perception ease-of-use of the facilities in the classroom.

Conclusion

This paper concluded that the perception of teachers teaching Social Studies on integration of ICT devices in their subject in upper basic schools is good. Also, the Social Studies teachers' attitude towards the adoption of ICT facilities into teaching of their subject in upper basic schools is positive. Finally, it can be deduced from the findings of the study that the extent to which teachers of Social Studies facilitate their subject with ICT resources is moderate in the selected schools.

Recommendations

The paper suggested the followings arising from the findings of the paper.

i.   School management should ensure the employment of a qualified and trained teachers who could use of ICT. It becomes pertinent to employ a qualified and experienced teachers who will have the capacity to deploy ICT resources to enhance effectiveness in the teaching process of Social Studies.

ii.   Philanthropists and non-governmental organization should assist the government in provision of ICT devices to improve teaching process of Social Studies particularly in the upper basic schools;

iii.   Social Studies teachers should be trained on how to effectively and efficiently make use of ICT resources to teach through workshops and seminars.

iv.   Government should make provision for ICT tools in secondary schools for teaching-learning process of Social Studies.

v.   Curriculum planners should incorporate the use of ICT tools to facilitate learning process of Social Studies.

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