

Social Studies Lecturer's Proficiency in the Use of Computer for Effective Teaching in Colleges of Education in the South West Nigeria.

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Abstract

Computer provides and exposes social challenges in the world today. Social Studies lecturers are therefore afforded easy means to facts, ideas and opinion around the world through which they could obtain fresh information to update its content. The computer as an instruction system gives timely, accurate, reliable, affordable and valid information positioned in the global education market. The purpose of this study was to determine the level of proficiency of Social Studies lecturers in the use of computer in Colleges of Education in the south west Nigeria for effective teaching of Social Studies. Data were collected from 74 social studies lecturers using a structured questionnaire. Data were analyzed using mean and standard deviation to answer the research question. Result indicated that Social Studies lecturers possess inadequate level of proficiency in all the items except in item 1 which is booting (starting) computer where the Social Studies lecturers have indicated adequate level of proficiency. This entailed that Social Studies lecturers possess inadequate or low level of proficiency in the use of computer for instruction for effective teaching of social studies. The paper recommends that the results of this study should be presented to the authorities of the Federal Ministry of Education in Nigeria to be aware of the levels and areas of computer technology competencies of the lecturers as well as their areas of deficiency so as to adequately equip them in order to face the challenges of global teaching competitiveness among others.

Keywords: Proficiency, Computer, Effective Teaching, Competitiveness.

Background of the Study

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the social science programmes, Social Studies provides coordinated and systematic study drawing upon such disciplines as anthropology, archaeology, economic, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural

sciences (Adedrian & Abdulkareem 2012). National Council for the Social Studies (NCSS) (2008) has long supported civic competence as the goal of social studies. By so doing NCSS has recognized the importance of educating students who are committed to the ideas and values of our democratic republic and who are able to use knowledge about their communities, nation, and world, along with skill of data collection and analysis, collaboration, decision – making, and problem-solving. Students who have these commitments, knowledge, and skills will be the most capable of shaping the future and sustaining and improving the democracy.

Social Studies according to Adediran and Abdulkareem, (2012) as a subject meant to help young learners develop competencies that should enable them to deal with and to some extent manage the physical and social forces of the world in which they live, requires inputs from contemporary ideas and facts to achieve this objectives. Therefore, social studies lecturers have the challenges to bring in every relevant information around the globe that can facilitate the acquisition of the necessary competencies.

Studies on the use of instructional materials have been carried out and reported in teaching both Social Studies and other related subjects by several investigators and authors including those of Imogie (1988), Adeyanju (1986, 1988 and 1999), Akanbi and Agun (1986) in Adeyanju (1999) Anyanwu (2003), Buba (2003) pointed out the need for development of skills by lecturers undergoing their training so that they could be able to use a wide variety of instructional materials sufficiently well. The various researchers founded that lecturers who are trained and untrained, use some form of materials to teach their lessons. Some investigators claim that whenever they taught with some of the learner aids help the students to become more attentive. In addition, students positive attitude generate more interest for the lesson they teach. As a result, students participate better in activity.

Wornski (1981) in Bozimo (2002) described Social Studies as “a multifaceted; mosaic, patchwork quilt; a collage of forms, structures and colours”. In line with the above statement, Bozimo further expressed that, “this peculiar nature makes it possible and necessary for great variety of resources materials and methodologies to be employed in social studies teaching and learning. Nwanna – Nzewunwa (2003) where Dike (1989) was quoted as positing that Social Studies is a field of study that is concerned with how man interacts and interrelates with his fellow man in his society and with the physical and chemical factors in his environment. Social Studies is also the study of the impact of science and technology on man and his environment (Kochhar 1988).

The above definition is important because one can infer from it an emphasis on the application of the products of science and technology such as projected or electronic material and other instructional materials in achieving desired social interaction and lubricating healthy relationship in the society. The point that even when Social Studies concerns itself with the effects of the products of science and technology on the individual, society and their environment, is still make of some such products to make Social Studies effective. Adediran and Abdulkareem (2012) examined source of information for lecturers in Social Studies and their level of usage in secondary schools. Findings from the study according to the research questions showed that there was almost no significant difference between female and male lecturers on their level of use of computer. Also the study indicated that the level of use of computer as a source of information for lecturers was very poor.

The demand in the world of work is changing and getting sophisticated because of the challenges posed by modern technology and computer in particular, Okoro (2006) stated that any child in the modern world encounters many mechanical, electrical and electronic devices and equipment in his daily life and his education cannot be said to be complete unless he receives some knowledge or education on the functioning and use of these devices and equipment. This can be possible if lecturers are able to utilize a great deal of computer technology and to be able to motivate their students with the computer in the process of instruction. It is in line with the foregoing that the paper assessed the level of proficiency of Social Studies lecturers in the use of computer for effective teaching in Colleges of Education in the southwest Nigeria.

Objectives of this study

The objectives of this study are to:

- (1) Determine the level of proficiency of Social Studies lecturers in the use of computer in Colleges of Education in the southeastern part of Nigeria for effective teaching.
- (2) Investigate the skills needed by Social Studies lecturers on computer technology use for instruction in Colleges of Education in the South West Nigeria.

Research Questions

- What is the level of proficiency of Social Studies lecturers in the use of computer technology for instruction in Colleges of Education in the south west Nigeria.

Methodology

The population for this study was drawn from the six Colleges of Education in the southwest Nigeria. The Colleges are Federal College of Education, Abeokuta, Ogun State, Federal College of Education (Technical) Akoka, Lagos State, Emmanuel Alayande College of Education, Oyo, Oyo State, Osun State College of Education, Ilesa, Osun State, Adeyemi College of Education, Ondo, Ondo State and College of Education Ikere, Eketi State, Nigeria. The study involved eighty (80) lecturers teaching Social Studies.

The instrument for Social Studies lecturers' proficiency in the use of computer technology for instruction in the Colleges of Education in the south west Nigeria was obtained through a structured questionnaire titled "Social Studies Lecturers Proficiency in Computer for Instruction questionnaire (SSLPCIO). The instrument comprises of eighteen (18) items on an identified areas of proficiency rated on a 5-point rating scale ranging from grossly proficiency to grossly unproficient. The reliability of the instrument was determined using chronbach alpha at a reliability coefficient of 0.83. The data for this research was collected with the aid of research assistants, who delivered the instruments to all the social studies lecturers in the entire Colleges of Education in the south west Nigeria 72 Social Studies lecturers responded and returned the questionnaire signifying an overall response of 90.24%.

Data Analysis

The data obtained from this research work was analyzed using means and standard deviation. Considering the five point rating scale used in the instrument, a decision rule was drawn where cut off point of 3.50 mean was considered. All items with a mean score of 3.50 and above were considered as adequate, while those items with a mean score below 3.50 were regarded as inadequate.

Research Question

What is the level of proficiency of Social Studies lecturers in the use of computer technology for instruction in the Colleges of Education in the south west Nigeria.

Table 1: Analysis of the Social Studies lecturers' proficiency in the use of computer for instruction.

Level of Social Studies lecturers' proficiency in.

		MEAN	SDEV	REMARK
1.	Booting (starting) computer	3.85	1.22	Adequate
2.	Launching programme on a computer	3.47	1.27	Inadequate
3.	Word processing	3.40	1.15	Inadequate
4.	Spread sheet (Excel)	3.42	1.25	Inadequate
5.	Presentation (PowerPoint)	3.40	1.24	Inadequate
6.	Desktop Publishing	2.90	1.33	Inadequate
7.	Database Management	2.36	1.03	Inadequate
8.	Programming	2.53	1.44	Inadequate
9.	Course ware	2.50	1.20	Inadequate
10.	Games	3.45	1.22	Inadequate
11.	Computer Aided Design	2.52	1.08	Inadequate
12.	Educational Search Engines	2.96	1.3	Inadequate
13.	Electronic Mails	3.6	1.26	Inadequate
14.	Statistical Tools	2.73	1.4	Inadequate
15.	Computer Aided Instruction	2.72	1.26	Inadequate
16.	Browsing on the Internet	3.31	1.27	Inadequate
17.	Scanning for Virus	2.26	1.25	Inadequate
18.	Installation of Software	2.40	1.23	Inadequate

The data presented in the table above shows on Social Studies lecturers proficiency in the use of computer for instruction in Colleges of Education in the south west Nigeria revealed that all the eighteen items were rated between the mean of 2.26 and 3.85. The responses have indicated that Social Studies lecturers possess inadequate level of proficiency in all the items except in item (1) where the Social Studies lecturers have indicated adequate level of proficiency at the mean level of 3.85 which is above the cutoff point of 3.50. This shows that social studies lecturers possess inadequate or low level of proficiency in the identified areas of computer technology instruction.

Discussion of Findings

It was observed that Social Studies lecturers possess inadequate or low level of proficiency to effectively apply computer technology for instruction in their professional course. Okoro (2006) stated that every child in the modern world encounters many mechanical electrical and electronic devices and equipment in his daily life. This can be possible if lecturers are able to utilize a great deal of computer technology and to be able to motivate their students with the computer in the process of instruction. The low level of proficiency of social studies lecturers to use computer as an instructional media to teach effectively may also affect the students' interest in their teaching. This may result in their students' low performance if they encounter the use of computer as instructional media outside their campuses. This was buttressed with the submission of Adediran and Abdulkareem (2012) whose study revealed that, the level of use of computer as a source of information for lecturers was poor, most probably because of its accessibility and cost, this therefore affect students performance in their external examination because the students lack adequate information to update their knowledge. It is therefore articulates, fundamental and decisive to prepare social studies lecturers to be adequately proficient knowledgeable and skillful for effective computer technology use. This conclusion is consistent with the study of Buba (2003) who found that social studies lecturers in Nigeria although formally qualified, face a lot of

challenges in the use of computer technology in teaching their respective subject areas.

Conclusion

Although social studies lecturers may be bold enough to prepare their lesson with the aid of using computer to teach in absolute terms, the study reported quite low level of proficiency in the use of computer for their instruction in college of education in the south west Nigeria. In addition, although there appeared to be an awareness of the potential for computer technology in Colleges of Education, several factors may account for the social studies lecturers' perception of computer technology use which may in turn affect their level of proficiency. It is therefore important to note that human factors are the most critical in nurturing the computer technology culture and growing the critical mass of social studies lecturers able to sustain the use of ICTs effectively in their teaching.

Recommendations

Based on the findings of the study the following recommendations were made:

- The results of this study should be presented to the authority concern to be aware of the levels and areas of computer technology competences of their social studies lecturers as well as their areas of deficiency so as to make them equip in facing the challenges of global teaching competitiveness.
- School management should be ready to identify the areas of competencies of their teacher's so as to prepare and arrange for their teacher's training in the areas of computer technology to be able to demonstrate skills, expertise, and aptitude to utilize computers technology for global teaching competitiveness.
- There should be awareness programme on the benefit of using computer as a source of information.
- Lecturers should be given loans to purchase laptop to be used in their teaching.
- More computers should be made available in the school for the benefit of both lecturers and students.
- This study should be replicated in other geo – political areas of the country to be able to determine the areas and extent of competencies of their social studies lecturers in the use of computer technology for effective global teaching competitiveness.

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