Teachers' perception of the effectiveness of Computer-Assisted-Instruction in the teaching of Junior Secondary School Social Studies in Nnewi Education zone, Anambra State, Nigeria

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Abstract

This study sought to determine teachers' perception of the effectiveness of Computer-Assisted-Instruction (CAI) in the teaching of junior secondary school Social Studies in Nnewi education zone, Anambra state. A descriptive survey design was adopted for the study. Three research questions and three hypotheses (at 0.05 level of significance) guided the study. The population of the study consisted of all the twenty-nine Social Studies teachers in the education zone. There was no sampling since the entire population of the study was used. A 16-item questionnaire titled "Questionnaire on teachers' perception of the effectiveness of Computer-Assisted-Instruction (CAI) on the teaching of junior secondary school Social Studies" was used for data collection. Data collected were analyzed using mean and standard deviation while t-test statistic was employed to test the null hypotheses. The findings of the study showed that the respondents perceived CAI to be effective in the teaching of Social Studies in junior secondary school in the education zone. The findings also showed that there is no significant difference in the mean perception of Social Studies Head teachers and teachers on the effectiveness of CAI in the teaching of JSS Social Studies. It was also shown that there is no significant difference in the mean perception of male and female Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies. Similarly, it was also revealed that there is no significant difference in the mean perception of urban and rural Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies curriculum. These findings were exhaustively discussed with far-reaching implications, conclusion and recommendations on the efficacy of CAI in enhancing students' achievement and teachers' knowledge of JSS Social Studies.

Keywords: Perception, Computer-Assisted-Instruction, Social Studies

1. Introduction

Social Studies is a discipline that focuses on the holistic development of man. This is mainly predicated on its perceived potency in promoting proper understanding of man and his environment, the problems of the environment and how to solve these problems. Social Studies according to Nwaubani (2010) is a value-laden subject. It is a course of study which imbues in man the relevant knowledge, values, skills and attitudes required for effective citizenship role in the society. The subject therefore helps learners in the process of understanding problems associated with everyday living which they are likely to encounter in their respective communities (Mezieobi & Onyeanusi, 2012).

The introduction of Social Studies into the Nigerian educational system was based on certain considerations among which was the need to address social issues and problems especially from interdisciplinary and integrated perspectives. This explains why Esu and Inyang-Abia (2006) defined Social Studies as an integrated study of man and the outcomes of his interactions with the environment. The Federal government of Nigeria in recognition of the importance of education in the attainment of national developmental goals designed Social Studies at the basic education level to among other things assist in the development of the individual into sound and effective citizen (Federal Republic of Nigeria, 2004).

Social Studies curriculum at the junior secondary school level consists of contents that need to be taught with innovative teaching methods. Curriculum according to Ogunyemi (2009) refers to all the planned and unplanned experiences which the learners receive in the process of their formal or semi-formal education for the

purpose of becoming rounded persons who can make meaningful contributions to their society and the world. However, the possibility of achieving the goals of Social Studies depends largely on the attitude of teachers who play vital role in its teaching and learning. This calls for teachers' perceived use of effective teaching methods especially innovative ones. Teaching methods are the ways through which the teacher organizes and presents contents and learning materials to learners (Orisa, 2011).

Innovative teaching methods and resources are relatively new instructional approaches which are capable of enhancing the teaching and learning of Social Studies in schools. These innovative teaching methods and resources unlike the conventional teaching methods and resources seem to make teaching easier and facilitate learning. They also seem to enhance creativity among learners more than the conventional methods such as lecture method, recitation amongst others. Innovative teaching methods and resources include computer-Assisted-Instruction (CAI), future wheel, flexible scheduling, individualized instruction, concept-mapping, film strips, projectors, computers, television, among others.

Computer-Assisted-Instruction (CAI) is an innovative instructional method which encourages interaction between the computer and a learner. It is an electronic form of education which allows the learner in a friendly learning interaction with the computer to present and enjoy programmed learning activity. In using CAI, computer plays the teacher's role as it provides and imparts knowledge and skills to learners. Thus, the teacher instead of teaching the learners, only guides and assists them on how to ask questions and pose problems, formulate hypotheses, locate information and critically assess the information found in relation to the problems posed (Ater, 2006, Haddad & Jurich in Akinola, 2012).

Nwosu (2002) and Ajelabi (2005) defined Computer-Assisted-Instruction as an automated instructional technique in which a computer is used to present an instructional programme to the learner through an interactive process on the computer. Thus, Computer-Assisted-Instruction (CAI) involves the use of computers to teach academic skills and promote communication, language development and other related skills. It is a teaching method which involves the application of tutorials, drill and practice, simulation and problem-solving approaches while presenting topics in the classroom setting (Ezeokeke, 2009).

Computer according to Collins Cobuild English Language Dictionary (1993) is an electronic device that processes data according to a set of instructions. Computer serves as the medium of instruction when used to instruct so as to achieve the desired level of proficiency (Jenkins & Springer, 2002). Computer as observed by Yusuf (2005) has promoted constructivist approaches to teaching, motivated students to learn and helped to enhance teachers' professional development through constant update of their knowledge on the latest technologies and application of computers to content areas. Thus, through CAI, learners learn according to their individual differences with regard to their individual learning pace, needs and interests.

The use of Computer-Aided-Instruction in the implementation of Social Studies curriculum in junior secondary schools is desirable. According to Igba and Oyibe (2012), Social Studies needs to be taught to the learners in an active, interactive and effective ways through the use of CAI innovative mode of instruction. This is because application of CAI in the teaching and learning of Social Studies could make for more vivid and clearer presentation of concepts, ideas and information as well as retention of knowledge. Furthermore, the use of CAI in Social Studies teaching-learning situations could also help not only in providing varieties to learners but in activating their senses of sight, hearing and touch simultaneously. This has the potentials of helping to develop learners' intellectual and creative abilities (Iyamu & Aduwa, u.d). Thus, NTI (2006) observed that the use of CAI seem to encourage a shift from teacher-centered model to learner-centered approaches. This shows that CAI could assist in the effective teaching of Social Studies in Nigerian secondary schools if teachers are favourably disposed to it (BellGam & Iyamu, 2000).

However, despite the perceived importance of CAI in Social Studies classroom instructions, most Social Studies teachers seem not to apply it in the process of teaching and learning (Cooper, 2006). This could be due to the fact that they still rely on conventional methods of teaching as well as other challenges such as lack of good knowledge of the use of computers (Ajelabi, 2005). Thus, teacher's feeling towards the effectiveness of any instructional method is vital to its success or otherwise. This position is supported by Grasha and Yangarber-Hicks (2000) who rightly observed that teachers' perception of instructional value of computer could contribute to the effectiveness of teaching-learning situations.

Perception as noted by Yolanda (2003) is the process by which sensory information in our environment are taken and used as information in order to interact with our environment. It is the awareness, comprehension or an understanding of something; becoming aware of one's environment in a way that is unique to the individual

(Lee, 2014). Impliedly, teachers' sensory information about CAI mode of instruction would probably influences its application as instructional mode in Social Studies classrooms. However, other intervening variables such as gender and school location could determine teacher's perception of the effectiveness of CAI in Social Studies.

Gender refers to a social construct regarding culture-bound conventions, roles and behaviours as well as relations between and among women and men, boys and girls. Gender is the fact of being male or female which affects role performance (Krieger, 2003). This study sought to find out if gender could determine teachers' perception of the effectiveness of CAI in the teaching of JSS Social Studies.

School location is also a possible determinant factor in the effectiveness of CAI in schools. This is because the use of computers and ICT facilities seem more prominent in urban areas than rural areas (Idike, 2000). Indeed, it is usually taken for granted that teachers in rural school setting may not likely utilize innovative methods like CAI due to certain constraints. This study sought also to find out if school location could determine teachers' perception of the effectiveness of CAI in the teaching of JSS Social Studies.

2. Statement of the Problem

The use of CAI as an innovative teaching method in Social Studies depends on how favourably disposed teachers are towards its effectiveness as a teaching method. It also depends on how they feel about its benefits or advantages. This is predicated on the assumption that teachers seem to rely more on conventional teaching methods in teaching Social Studies. This attitude could be counter-productive if not properly verified especially given the possible intervention of gender and school location factors. Thus, the problem of this study centered on teachers' perception of the effectiveness of CAI in the teaching of JSS Social Studies. Specifically, the study sought to determine the

1. perception of Social Studies Head teachers and teachers on the effectiveness of CAI in the teaching of junior secondary school Social Studies.

2. perception of male and female Social Studies teachers on the effectiveness of CAI in the teaching of junior secondary school Social Studies.

3. perception of urban and rural Social Studies teachers on the effectiveness of CAI in the teaching of junior secondary school Social Studies.

3. Research Questions

The following questions guided the study

1. What are the perceptions of Social Studies Head teachers and teachers on the effectiveness of CAI in the teaching of JSS Social Studies?

2. What are the perceptions of male and female Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies?

3. What are the perceptions of rural and urban Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies?

4. Hypotheses

The following null hypotheses were formulated and tested at .05 probability level.

Ho$_1$: There is no significant difference in the mean perception of Social Studies Head teachers and teachers on the effectiveness of CAI in the teaching of JSS Social Studies.

Ho$_2$: There is no significant difference in the mean perception of male and female Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies.

Ho$_3$: There is no significant difference in the mean perception of urban and rural Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies.

5. Methodology

This study adopted descriptive survey research design. Descriptive survey research design was considered suitable for this study because it enabled the researchers to elicit information from the respondents on teachers' perception of the effectiveness of CAI in the teaching of JSS Social Studies with the use of questionnaire. The study was carried out in Nnewi Education Zone, Anambra state. This Zone was chosen because it is one of the biggest commercial cities in Anambra state with several secondary schools where Social Studies is taught. Nnewi Education zone consists of twenty-nine (29) Social Studies teachers including Head teachers and teachers of both male and female gender (ASUBEB, Nnewi Education Zone, 2013). The population of the study therefore comprised of the entire twenty-nine (29) Social Studies teachers in Nnewi Education Zone, Anambra state. Therw was no sample since the entire population was used. A 16-item structured questionnaire instrument titled "Questionnaire on teachers' perception of the effectiveness of Computer-Assisted-Instruction (CAI) in the teaching of junior secondary school Social Studies" was used for data collection. The instrument was divided into two parts namely section A which was on personal data of respondents while section B consisted of the sixteen (16) items which were clustered around the research questions. The instrument was rated based on Likert-type 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the rating scores of 4, 3, 2 and 1 respectively.

The instrument was face validated by three experts in Measurement and Evaluation from the departments of Social Science Education and Science Education respectively from the Faculty of Education, University of Nigeria, Nsukka. The indicated corrections and suggestions were duly integrated into the final draft of the instrument.

Ten (10) copies of the questionnaire instrument were trial-tested on junior secondary school Social Studies Head teachers and teachers outside the study area specifically at Onitsha Education zone of Anambra state to generate data used for determining the reliability of the instrument. Cronbach Alpha statistic was used to determine the internal consistency of the items. The instrument was found to have the reliability co-efficient of .812

The researcher used direct delivery method to administer the instrument to the respondents and all the administered questionnaires were retrieved and used for analyzing the data. The research questions were answered using mean and standard deviation while t-test statistic was used to test the null hypotheses at .05 level of significance. To guide the decision making, 2.5 was used as the benchmark for the mean scores with respect to the research questions. Any mean value from 2.5 and above was accepted as positive indication of the effectiveness of CAI in the teaching of JSS Social Studies. However, any mean value below the benchmark was perceived as indication of teachers' low or negative perception of ineffectiveness of CAI in the teaching of JSS Social Studies in Nnewi Education zone, Anambra state.

6. Results

Findings or results of the study with respect to research questions 1, 2 and 3 were presented in tables 1, 2 and 3 while the results of the null hypotheses were presented in tables 4, 5 and 6 below.

Research Question 1: What are the perceptions of Social Studies Head teachers and teachers on the effectiveness of CAI in the teaching of JSS Social Studies?

Table 1: Mean perception of Social Studies Head teachers and teachers on the effectiveness of CAI in the teaching of JSS Social Studies.

S/N	ITEMS	HEAD	TEACHERS			TEACHERS			
		N_1 DEC	$\bar{x}_1$		SD_1	N_2	$\bar{x}_2$	SD_2	DEC
1	CAI helps teachers to convey specific Social Studies contents to learners.	27	3.22	0.57	agr	2	3.00	0.00	agr
2	CAI facilitates teachers' better management of classroom while teaching.	27	2.74	0.59	agr	2	3.00	0.00	agr
3	Students feel bored when teachers use CAI.	27	2.00	0.62	disag	2	2.00	0.00	disag
4	Teachers acquire knowledge of innovative teaching skills through CAI.	27	3.22	0.57	agr	2	3.00	0.00	agr
5	CAI diverts teachers' concentration on researches.	27	1.59	0.50	disag	2	1.00	0.00	disag
6	CAI enables teachers to simplify difficult topics while teaching.	27	3.33	0.48	agr	2	4.00	0.00	agr
7	CAI distracts students' attention to classroom instruction.	27	1.92	0.72	disag	2	1.00	0.00	disag
8	Teachers accommodate the individual differences of the learners while using CAI.	27	3.44	0.64	agr	2	4.00	0.00	agr
9	CAI deactivates learners' senses.	27	1.33	0.48	disag	2	1.00	0.00	disag
10	CAI boosts students' creative abilities.	27	3.44	0.50	agr	2	4.00	0.00	agr
11	CAI develops students' skill of problem-solving.	27	3.44	0.50	agr	2	4.00	0.00	agr
12	Most schools have computers for using CAI.	27	1.85	0.71	disag	2	3.00	0.00	agr
13	Students learn more when using CAI method of teaching.	27	3.00	0.73	agr	2	3.50	0.70	agr
14	CAI boosts students' reflective thinking skills.	27	3.33	0.48	agr	2	4.00	0.00	agr
15	CAI is good for students who are mainly Mathematically inclined.	27	1.77	0.64	disag	2	1.50	0.70	disag
16	Many teachers are not computer literate and see computer usage as waste of time	27	3.07	0.72	agr	2	2.5	0.70	agr
	Grand value	**27**	**2.67**	**0.13**	**agr**	**2**	**2.78**	**0.04**	**agr**

Responses obtained in Table 1 revealed that both Social Studies Head teachers and teachers agreed with items 1, 2, 4, 6, 8, 10, 11, 13, 14 and 16 and disagreed with items 3, 5, 7, 9 and 15 which suggests that their perception towards the effectiveness of CAI in teaching Social Studies is very positive.

Research Question 2

What are the perceptions of male and female Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies?

S/N	ITEMS	MALE TEACHERS				FEMALE TEACHERS			
		N_1	$\overline{x}_1$	SD_1	DEC	N_2	$\overline{x}_2$	SD_2	DEC
1	CAI helps teachers to convey specific Social Studies contents to learners.	9	3.22	0.66	Agr	20	3.20	0.52	agr
2	CAI facilitates teachers' better management of classroom while teaching.	9	2.44	0.72	disag	20	2.90	0.44	agr
3	Students feel bored when teachers use CAI.	9	2.33	0.50	disag	20	1.85	0.58	disag
4	Teachers acquire knowledge of innovative teaching skills through CAI.	9	3.11	0.60	Agr	20	3.25	0.55	agr
5	CAI diverts teachers' concentration on researches.	9	1.88	0.33	disag	20	1.40	0.50	disag
6	CAI enables teachers to simplify difficult topics while teaching.	9	3.33	0.50	Agr	20	3.40	0.50	agr
7	CAI distracts students' attention to classroom instruction.	9	2.22	0.66	disag	20	1.70	0.73	disag
8	Teachers accommodate the individual differences of the learners while using CAI.	9	3.22	0.66	Agr	20	3.60	0.59	agr
9	CAI deactivates learners' senses.	9	1.44	0.52	disag	20	1.25	0.44	disag
10	CAI boosts students' creative abilities.	9	3.22	0.44	Agr	20	3.60	0.50	agr
11	CAI develops students' skill of problem-solving.	9	3.11	0.33	Agr	20	3.65	0.48	agr
12	Most schools have computers for using CAI.	9	1.66	0.50	disag	20	2.05	0.82	disag
13	Students learn more when using CAI method of teaching.	9	2.66	0.86	Agr	20	3.20	0.61	agr
14	CAI boosts students' reflective thinking skills.	9	3.11	0.33	Agr	20	3.50	0.51	Agr
15	CAI is good for students who are mathematically inclined	9	1.88	0.60	disag	20	1.70	0.65	Disag
16	Many teachers are not computer literate and see computer usage as waste of time.	9	3.44	0.52	Agr	20	2.85	0.74	Agr
	Grand value	**9**	**2.64**	**0.14**	**Agr**	**20**	**2.69**	**0.12**	**Agr**

Responses from Table 2 above showed that both male and female Social Studies teachers agreed with items 1, 4, 6, 8, 10, 11, 13, 14 and 16; and disagreed with items 3, 5, 7, 9, 12 and 15. The agreed items have mean values that are greater than 2.5 bench mark suggesting their favourable disposition towards the effectiveness of CAI in the teaching of JSS Social Studies.

Research Question 3:

What are the perceptions of urban and rural Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies?

S/N	ITEMS	URBAN TEACHERS				RURAL TEACHERS			
		N_1	$\bar{x}_1$	SD_1	DEC	N_2	$\bar{x}_2$	SD_2	DEC
1	CAI helps teachers to convey specific Social Studies contents to the learners.	11	3.54	0.52	agr	18	3.00	0.48	agr
2	CAI facilitates teachers' better management of classroom while teaching.	11	3.00	0.44	agr	18	2.61	0.60	agr
3	Students feel bored when teachers use CAI.	11	1.72	0.46	disag	18	2.16	0.61	disag
4	Teachers acquire knowledge of innovative teaching skills through CAI.	11	3.63	0.50	agr	18	2.94	0.41	agr
5	CAI diverts teachers' concentration on researches.	11	1.18	0.40	disag	18	1.77	0.42	disag
6	CAI enables teachers to simplify difficult topics while teaching.	11	3.63	0.50	agr	18	3.22	0.42	agr
7	CAI distracts students' attention to classroom instruction.	11	1.27	0.46	disag	18	2.22	0.64	disag
8	Teachers accommodate the individual differences of the learners while using CAI.	11	3.90	0.30	agr	18	3.22	0.64	agr
9	CAI deactivates learners' senses.	11	1.00	0.00	disag	18	1.50	0.51	disag
10	CAI boosts students' creative abilities.	11	4.00	0.00	agr	18	3.16	0.38	agr
11	CAI develops students' skill of problem-solving.	11	3.90	0.30	agr	18	3.22	0.42	agr
12	Most schools have computers for using CAI.	11	2.63	0.50	agr	18	1.50	0.51	disag
13	Students learn more when using CAI method of teaching.	11	3.63	0.50	agr	18	2.66	0.59	agr
14	CAI boosts students' reflective thinking skills.	11	3.90	0.30	agr	18	3.05	0.23	agr
15	CAI is good for students who are mainly mathematically inclined.	11	1.36	0.50	disag	18	2.00	0.59	disag
16	Many teachers are not computer literate and see computer usage as waste of time.	11	2.54	0.82	agr	18	3.33	0.48	agr
	Grand value	**11**	**2.80**	**0.07**	**agr**	**18**	**2.60**	**0.09**	**agr**

Results from Table 3 above showed that both urban and rural Social Studies teachers agreed with items 1, 2, 4, 6, 8, 10, 11, 13, 14 and 16 and disagreed with items 3, 5, 7, 9 and 15 suggesting that they are positively disposed in terms of perception to the effectiveness of CAI in the teaching of JSS Social Studies.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the mean perception of Social Studies Head teachers and teachers on the effectiveness of CAI in the teaching of Junior Secondary School Social Studies.

Table 4: t-test analysis of the mean perceptions of Social Studies Head teachers and teachers on the effectiveness of CAI in the teaching of JSS Social Studies

Teacher category	N	$\overline{x}$	SD	DF	Sig	P. Value	Decision
Head Teachers	27	2.67	0.13	27	0.264	0.05	Accept
Teachers	2	2.78	0.04	27			

The result in Table 4 above showed that there is no significance difference in the mean perception of Social Studies Head teachers and teachers since the mean scores of Head teachers is 2.67 while that of teachers is 2.78.The result also showed that the significant value which is 0.264 is greater than the P.value 0.05 at 27 df. This implies that the null hypothesis is accepted.

Hypothesis 2: There is no significant difference in the mean perception of male and female Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies.

Table 5: t-test analysis of the mean perception of male and female Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies

Gender	N	$\overline{x}$	SD	DF	Sig	P.Value	Decision
Male	9	2.64	0.14	27	0.376	0.05	Accept
Female	20	2.69	0.12	27			

Table 5 shows that there is no significance difference in the mean perception of both male and female Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies. This is because the significant value of 0.376 is greater than 0.05 P.value. The null hypothesis is therefore upheld.

Hypothesis 3: There is no significant difference in the mean perception of urban and rural Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies.

Table 6: t-test analysis of the mean perception of urban and rural Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies

School location	N	$\overline{x}$	SD	DF	Sig	P.value	Decision
Urban	11	2.80	0.07	27	0.00	0.05	Reject
Rural	18	2.60	0.09	27			

Table 6 showed that there is significance difference in the mean scores of the perception of urban and rural Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies. This is because the significant value of 0.00 is lesser than the P.value 0.05. This implies that the null hypothesis is rejected. There is therefore significant difference in the mean perception of urban and rural Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies.

7. Discussion of Findings

The findings of the study revealed that Social Studies Head teachers and teachers, males and females as well as rural and urban respondents agreed that CAI is very effective in the teaching of Social Studies at junior secondary schools. This is because it enables teachers to effectively teach the contents especially the difficult ones and helps learners to improve on their academic performance by arousing their interest and boosting their creative, reflective and problem-solving skills. This is in line with the observations of Edinyang and Ihejiamaizu (2012) that application of computers in the teaching of Social Studies promotes development of the skills,

competencies and intellectual capacities. Furthermore, computer application is a facilitator because it improves and sustains learners' motivation to learn Social Studies (Igba and Oyibe, 2012).

Results of hypotheses 1 and 2 showed that there is no significant difference in the mean perception of both Social Studies Head teachers and teachers as well as male and female teachers on the effectiveness of CAI in the teaching of Social Studies. This suggests that both Social Studies Head teachers; and teachers across gender have common positive perception on the effectiveness of CAI in the teaching of JSS Social Studies. Indeed, Akpa Ima- Obong, Essien, Obot and Akpan (2012) maintained that most Social Studies teaches understand the benefits of computer usage in education as they consider computer as a viable educational tool that has the potentials to bring about different improvements to their schools and classrooms. The findings strongly suggest that gender is not a factor in teachers' perception of the effectiveness of CAI in teaching Social Studies.

Finally, the result of hypothesis 3 showed that there is indeed significant difference in the mean perception of urban and rural Social Studies teachers on the effectiveness of CAI in the teaching of JSS Social Studies. This position shows that urban teachers are more positively predisposed to the use of CAI because of the existing enabling environment and facilities in most urban schools compared to rural counterparts. It could mean that urban locations have better facilities to encourage the use of CAI than rural areas in Nigeria.

8. Conclusion

Computer-Assisted-Instruction (CAI) is one of the most effective innovative teaching methods that could enhance academic performance of the learners and possibly promote effective teaching. This position seems to have been proved by the findings of this study. Thus, through the use of CAI, the teaching and learning of Social Studies in junior secondary school could be made lively, interesting and motivating to the students. It equally enhances the ICT knowledge of not only the teachers but also that of the learners. It could also possibly promote individualized instruction and learning. Based on the foregoing, there is therefore the need for CAI to be effectively institutionalized in the teaching and learning of Social Studies at the basic education level in Nigeria.

9. Recommendations

Based on the findings of this study, the following recommendations are made:

1) Teachers should be encouraged to apply CAI innovative method of teaching in their classrooms during Social Studies lessons especially at the junior secondary school level. This could be done through proper supervision and monitoring by school authorities.

2) Government and school authorities should see to adequate provision of computers in schools especially in both urban and rural schools to enable teachers effectively apply CAI innovative method of teaching in their classroom instructions.

3) Government should adequately fund schools to enable them maintain computers provided in schools for the use of CAI innovative method of teaching.

4) Teachers should try to be ICT compliant to enable them use CAI innovative method of teaching in schools.

5) Government and other concerned authorities should conduct ICT seminars, conferences and workshops for the teachers and students to help boost their knowledge of computer usage.

6) There should be adequate supply of electricity to enhance the use of CAI in schools especially in rural schools.

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