CHALLENGES OF INSTRUCTIONAL TECHNOLOGY AS STRATEGIES IN SOCIAL STUDIES AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN OREDO LOCAL GOVERNMENT, EDO STATE

[1]Ivy Iyore **OMOREGBE** & [2]Ismaila Mosimabale **IBRAHIM**
[1]Curriculum and Instructional Technology Department, University of Benin, Benin City
[2]Social Studies Department, Federal College of Education Okene, Kogi State

Abstract
This study examined the difficulties associated with incorporating instructional technology as a pedagogical approach in the field of Social Studies inside public secondary schools located in the Oredo Local Government Area of Edo State. Three research inquiries were established and subsequently addressed. A representative sample consisting of ten public secondary schools was chosen from the Oredo Local Government Area of Edo State. A questionnaire consisting of two sections was administered to the Social Studies teachers in ten schools, with each school having five instructors. The purpose of the questionnaire was to gather the teachers' perspectives on the utilisation and difficulties associated with the subject matter. The data that was gathered was subjected to analysis using simple percentage and mean calculations. The mean acceptance value was set at 2.50, whereby any questions with a mean score below this threshold were deemed to be rejected. The results of the study revealed that educators possess little proficiency in using

instructional technology. Additionally, there is intermittent power supply that hampers the effective utilisation of internet resources, among other challenges. Based on the research findings, it is recommended that the government should prioritise the retraining of instructors in computer literacy, as well as ensuring the provision of reliable electricity and energy resources, among other necessary measures.

Keywords: Teachers, Challenges, Instructional technology, E-learning, Information Communication Technology

Introduction

Social Studies is a multidisciplinary field that encompasses several domains such as the arts, sciences, technology, and social sciences, fostering innovation and novel approaches. The primary focus of Social Studies revolves around the intricate dynamics between individuals and their societal interactions. The Social Studies course demonstrates adaptability by incorporating developing challenges and trends within the global context. The design and structure of the classroom should be aligned with the evolving demands and requirements of society. The primary objective of this study is to examine the current trends in the pedagogy of social studies education, with a shift towards a student-centered approach as opposed to a teacher-centered approach. This shift places greater emphasis on the development of skills related to the use of internet devices.

The integration of technology has emerged as a prevailing practise in the realm of education, fostering advancements in various aspects of teaching and learning inside educational institutions. The utilisation of instructional technology has facilitated the process of teaching and learning, rendering it more streamlined, tangible, and outcome-driven (Ibrahim & Ogunmola, 2022). The period following the COVID-19 pandemic has necessitated the use of virtual and internet-based approaches to both learning and teaching. The recent rise of this phenomenon demonstrates a concerted push towards the utilisation of

instructional technology. According to Okereke (2020), industrialised nations have implemented a range of electronic equipment and facilities to support educational endeavours. The individual holds the viewpoint that contemporary education is increasingly utilising internet and virtual learning platforms as alternatives to traditional instructional methods involving chalkboards and lecturing. According to Ipaye (2011), many learning platforms encompass websites, wikis, blogs, Second Life, email, Twitter, WhatsApp, video/audio broadcasts, Facebook, text-based communication, chat platforms, video conferencing software, tape recorders, and PowerPoint presentations.

Nevertheless, it is evident that the utilisation of instructional technology in secondary schools is now lacking or nonexistent, as indicated by growing trends. A significant number of educational institutions, particularly those in the secondary school sector and specifically within the Oredo Local Government Area of Edo State, lack email addresses. Additionally, many professors within these institutions possess little computer literacy skills and have minimal familiarity with e-learning platforms.

According to Ibrahim and Ogunmola (2022), certain educational institutions have experienced incidents of theft or burglary involving government-provided instructional technology resources. These occurrences have taken place within inadequately secure buildings, or within buildings that are not sufficiently equipped to accommodate the instructional technology facilities. In numerous locations, the provision of electricity to educational institutions is deficient or insufficient, since the availability of consistent lighting during school hours is inadequate to sustain the operational needs of the facilities.

The limited adoption of instructional technology in public secondary schools in Nigeria can be attributed to various social and physical factors. These factors include insufficient availability of instructional technology facilities in schools, inadequate information infrastructures, frequent electricity interruptions or lack of electricity facilities, ineffective implementation strategies for ICT policies and projects, insufficient technical expertise

among teachers in internet technology, inadequate management by school administrators and government, and limited or poor networking accessibility, among other factors.

According to Adomi (2020), the development and implementation of information communication technology (ICT) in Nigerian public schools, particularly in rural areas lacking electricity infrastructure, is currently inadequate. According to Chizoba (2014), the insufficiency of information technology devices posed a significant obstacle to the successful integration of ICT in Nigerian schools.

In a similar vein, Nagel (2013) documented that the issue of energy failure has consistently hindered the effective implementation and use of instructional technology in Nigeria. This is the reason why numerous institutions of higher education encounter difficulties in incorporating internet-based and communication-focused instructional technology. The high cost of information communication technology facilities is closely interconnected. Adomi (2020) highlighted the significant financial burden associated with the procurement of computers, rendering them unaffordable for numerous educational institutions. The significant increase in the exchange rates between the US dollar and the Nigerian Naira has resulted in substantial challenges for both public and private educational institutions in acquiring necessary resources.

According to Ekpenyong (2012), the implementation of educational plans on the introduction of computer studies is hindered and contingent upon the level of interest exhibited by state governments. For example, the federal government allocated computers to public schools under its jurisdiction, commonly referred to as unification schools, whereas schools under the purview of state or local governments were entrusted to the discretion of the respective state government entities. In essence, there exists a disparity in the use of instructional technology among different schools and states.

One of the challenges encountered by instructional technology programmes in public secondary schools is the issue of

insufficient human resources. According to Ipaye (2011), there is a lack of sufficient training for teachers to effectively utilise ICT devices in the instruction of Social Studies. This deficiency in training opportunities hinders teachers' ability to effectively incorporate ICT devices into the teaching and learning process.

The significance of information communication technology (ICT) in the context of learning and teaching has emerged as a prominent topic of interest among educators. The phenomenon of technological advancements is leading to the transformation of the world into a "global village." The global impact of information communication technology has been significant, particularly in the wake of the COVID-19 pandemic. There is a growing emphasis on the integration of information communication technology (ICT) inside the education system in Nigeria, as well as elsewhere. Nagel (2013) posits that despite the pervasive integration of technology in various domains of education and personal encounters, considerable obstacles hinder the extensive and efficient utilisation of technology among educators and learners. According to Nagel (2013), a significant challenge lies in the continuous training required for teachers who are expected to adopt the new instructional approach. Given this perspective, the researchers conducted an investigation into the difficulties associated with instructional technology as educational tools and methodologies in the field of Social Studies, specifically focusing on teachers in the Oredo Local Government Area of Edo State.

Objectives of the Study

The emergence of ICT demands that teaching and learning should revolve around instructional technology in order to achieve the objective of the study and for students to grasp the knowledge and skills they need to function well in global society. Hence, the specific objectives of this study are to determine the:

i. level of usage of instructional technology in learning and teaching Social Studies in public secondary schools in Oredo LGA of Edo State;
ii. factors that hinder the use of instructional technology in

teaching and learning of Social Studies in public secondary schools in Oredo LGA of Edo State; and

iii. level of knowledge and skills that teachers possess in the use instructional technology as a strategy in teaching and learning of Social Studies in public secondary schools in Oredo LGA of Edo State.

Research Questions

The following research questions guided the researchers in the process of this study:

i. What is the level of usage of instructional technology in learning and teaching Social Studies in public secondary schools in Oredo LGA of Edo State?
ii. What are the factors that hinder the use of instructional technology in teaching and learning of Social Studies in public secondary schools in Oredo LGA of Edo State?
iii. What is the level of knowledge and skills that teachers possess in the use instructional technology as a strategy in teaching and learning of Social Studies in public secondary schools in Oredo LGA of Edo State?

Methods

The design used for the study was a survey design. The population consisted of the study comprises of thirteen (13) Social Studies public secondary school teachers in Oredo LGA of Edo State. Ten (10) schools were randomly selected for the research. A questionnaire utilizing a Likert scale format encompassing eliciting response of four-point scale structured. The collected data were then analysed using frequency distribution, percentage mean and decisions for acceptance or rejection were determined using a threshold of 2.50.

Results

Research Question 1: What is the level of utilization of instructional technology in Oredo LGA of Edo State?

Table 1: Level of Utilization of Instructional Technology

S/N	Item Description	(4)	(3)	(2)	(1)	N	FX	X	Decision
1.	Teachers often use instructional technology for teaching	8	9	40	43	100	182	1.82	Rejected
2.	Teachers prefer to teach with instructional technology materials	10	12	38	40	100	192	1.92	Rejected
3.	Teachers don't use instructional technology materials because in availability	38	43	10	9	100	310	3.10	Rejected
4.	Teachers prefers to use methodology, that is easier than instructional technology	25	35	17	23	100	262	2.62	Accepted
5.	Teachers prefer books, charts and for teaching and learning	50	30	15	5	100	325	3.25	Accepted

Table 1 showed that teachers don't make use of instructional technology for teaching; this had a weighted mean of 1.82 it was also observed that teachers prefer to teach with instructional materials if they available, it have a mean score 1.92 respectively. Teachers don't use instructional technology materials because of unavailability: Has a score of 3.10. Teacher prefers to use methodology that is not better suitable for instructional technology have mean score of 2.62. Teachers prefer books, and charts for teaching with a measure of 3.25. The table summarily showed that teachers do not often use instructional technology for teaching of Social Studies.

Research Question 2: What are the factors that hinder the use of instructional technology in teaching Social Studies in public secondary schools in Oredo LGA of Edo State

Table 2: Factors that hinder the use of Instructional Technology

S/N	Item Description	(4) SA	(3) A	(2) D	(1) SD	N	FX	X	Decision
6.	Poor electricity hinders those use instructional technology for teaching and learning process	70	20	8	2	100	358	3.58	Accepted
7.	Poor maintenance culture hinder the use of instructional technology materials	52	22	12	14	100	312	3.12	Accepted
8.	Unavailability of instructional technology materials hinders its use for teaching and learning	71	19	7	3	100	358	3.58	Accepted
9.	Wrong perception of teachers has hindered the effective use of instructional technology for teaching	48	48	2	2	100	342	3.42	Accepted

From table 2, poor electricity affects the use of instructional technology for teaching and learning process. It has mean score of 3.58. Poor maintenance culture hinders the use of information communication technology materials with a measure of 3.12. Unavailability of instructional technology materials hinders its use for teaching and learning, has mean score of 3.56, while wrong perception of teachers has hindered the effective use of instructional technology for teaching, has mean of score of 3.42. The result on table 2 above shows highest mean scores. Therefore it is clearly obvious that factors as displayed on table 2 shows the problem why instructional technology are not properly utilized in teaching Social Studies.

Research Question 3: What is the level of knowledge and skills that teachers possess in use of instructional technology in teaching in Oredo LGA of Edo State?

Table 3: Teachers knowledge and skills in use of Instructional Materials

S/N	Item Description	(4) SA	(3) A	(2) D	(1) SD	N	FX	X	Decision
10.	Teachers lack adequate skill for teaching with instructional materials	40	30	22	8	100	302	3.02	Accepted
11.	Lack of skill in instructional technology makes teachers reluctant in using it	63	22	10	5	100	343	3.43	Accepted
12.	Teachers have negative attitude towards the use of instructional technology as a result of lack of skill	37	33	18	12	100	295	2.95	Accepted

From table 3, it showed that teachers lack adequate skill for teaching with instructional technology has mean score of 3.02. Lack in instructional technology for teaching makes teachers reluctant in using it has mean score of 3.43, and teachers have negative attitude towards the use of instructional technology as a result of lack of skill has mean score of 2.95. Therefore it is clearly obvious as displayed on table 3 that Social Studies teachers are not qualified in skills and knowledge to use internet facilities for teaching.

Discussions

Based on the aforementioned investigation, the findings indicate a notable degree of awareness regarding the use of internet resources. According to the findings of Brake and Chizenga (2016), there are several significant obstacles that hinder the acceptance of e-learning among students and professors in Nigerian universities. These problems include mass unawareness, poor computer literacy levels, and cost.

The findings of the study indicate that teachers' lack of proficiency in utilising instructional technology resources contributes to the dullness and lack of engagement in their teaching practises. The report's findings also brought attention to the presence of persons within the secondary school personnel and student body who demonstrate a lack of skill in computer

operation, as supported by Olusegun et al (2014). Furthermore, it is crucial to recognise that the procurement of new software to enhance e-learning does not lead to the squandering of time for both students and staff. Nevertheless, the fundamental challenge impeding the integration of instructional technology in secondary schools pertains to the inequitable availability of technological resources. According to the analysis, it is evident that secondary schools in Oredo are facing a deficiency in having a dependable internet service provider. This lack of reliable internet connectivity hinders the seamless and efficient facilitation of teaching and learning activities, which aligns with the findings of Okereke (2020). The absence of a reliable internet service provider hinders the utilisation of instructional technology resources within educational institutions. According to the study, the approach of learning and teaching activities was disregarded by teachers. Furthermore, the study's findings indicate that teachers neglected to consider the instructional technology resources available in schools when choosing their teaching approaches. This finding contrasts with the study conducted by Itejere (2013), which indicates that the facilities are really present but suffer from underutilization. Furthermore, the paper highlights the insufficiency of infrastructure in secondary schools within Oredo Local Government Area (LGA) for the purpose of facilitating effective internet-based learning. The computer hardware present in these educational institutions may be antiquated, rendering it incapable of fulfilling contemporary demands. Moreover, the existing equipment and infrastructure suffer from insufficient maintenance and preservation.

Nevertheless, the paper also emphasises that instructional technology functions as a viable substitute for the conventional technique of in-person instruction. Research has indicated that the utilisation of instructional technology can effectively augment collaborative learning and facilitate heightened contact within the farming community. This statement aligns with the research conducted by Olusegun et al. (2014), Rolana (2016), and Osakwe & Iteojare (2013), which suggests that the use of e-learning

methodologies contributes to increased learner motivation, enthusiasm for learning, and creativity. The paper demonstrates an increased level of difficulty in utilising this approach to complement the prior research conducted by Okereke (2020).

Conclusion

Based on the aforementioned investigation, the findings indicate a notable degree of awareness regarding the use of internet resources. According to the findings of Brake and Chizenga (2016), there are several significant obstacles that hinder the acceptance of e-learning among students and professors in Nigerian universities. These problems include mass unawareness, poor computer literacy levels, and cost.

Recommendations

Based on the findings of the study, the researchers propose the following recommendations: In order to optimise the use of instructional technology, it is recommended that careful consideration be given to the maintenance and provision of high-quality, dependable internet connectivity. This is essential for facilitating smooth and efficient teaching and instructional procedures.

It is imperative to provide comprehensive training programmes for teachers in Oredo Local Government Area of Edo State, specifically focusing on the effective utilisation of computer systems and internet resources within secondary school settings. In addition, it is imperative for curriculum planners to incorporate practical-oriented courses that facilitate the effective utilisation of instructional technology. Continuous and systematic assessment of both the programme and the educators is necessary. The duty for computer training, encompassing both staff and students, within the education sector should be collectively assumed by all stakeholders, including private entities. Electricity and solar energy are essential for the operation of computers and other internet facilities. It is imperative for the government to establish a consistent mechanism for funding instructional facilities.

Given the aforementioned discovery, it is imperative to prioritise the maintenance and deployment of high-quality and dependable internet infrastructure in public schools to facilitate effective teaching and learning. Furthermore, it is crucial to prioritise the training and retraining of instructors in the utilisation of instructional technology inside public schools. It is recommended that curriculum planners incorporate practical-oriented courses that facilitate the effective utilisation of instructional technology. Additionally, it is essential to implement a consistent and systematic evaluation of the programme. Moreover, it is imperative that the responsibility of providing computer training for both teachers and students is shared among all stakeholders. Additionally, ensuring a consistent and reliable energy source, such as electricity or solar power, is available in schools to support the utilisation of computers. Finally, it is imperative that the responsibility of providing ongoing computer training for teachers and students is not solely entrusted to the government. Parents-Teachers Associations and other stakeholders should also play a significant role in providing the necessary support for utilising internet resources in educational settings.

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