

**PERCEPTION OF TEACHERS ON UTILIZATION OF  
INFORMATION AND COMMUNICATION TECHNOLOGY  
IN TEACHING AND LEARNING IN UPPER BASIC  
SCHOOLS IN KADUNA STATE, NIGERIA**

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**Abstract**

*The challenges of modernization and its related social, economic and political implications have called for the utilization of Information and Communication Technology in teaching and learning in schools. This article investigated the influence of Information and Communication Technology in teaching and learning in Upper Basic Schools in Kaduna state. The article focused on Social Studies teachers' perception of Facebook, WhatsApp, Video-conferencing and Instagram influence in teaching and learning in Upper Basic Schools in Kaduna State. A sample of 382 teachers was selected from a population of 1128 Social Studies teachers. The researchers administered a self-structured questionnaire to collect the relevant data to answer the research questions. Mean and standard deviation were employed to answer the research question. The results revealed that information and communication technology have strong influence in teaching and learning of Social Studies, as perceived by the teachers. It was therefore, recommended that teachers should be availed opportunities to acquire knowledge and skills that*

*guarantee effective teaching and learning of Social Studies in Upper Basic Schools in Kaduna State in particular and the nation in general.*

**Keywords:** ICT, Teaching and learning, Social Studies, Knowledge, Skills.

## **Introduction**

The importance of the utilization of quality instructional resources in teaching and learning of school subjects cannot be overstated. This is very relevant, especially, in the current dispensation when digital revolution has taken the centre stage. Over the years, teachers, especially, Social Studies teachers have been teaching and learning the subject from the old perspective, without reference to Information and Communication Technology (ICT).

The review of related literature for this article focused on two theories namely; the Psychomotor Theory by Gottfried Wilhelm Leibniz (1646-1716) and the Skill Acquisition Theory by Robert Dekeyser (2007). The theories emphasize the involvement of the brain and body co-ordination to achieve effective imitation, practice and habit. The learner is then expected to imitate the skills after it has been broken down into simple steps and demonstrated by the teacher. The second level are the practices where the learner is permitted to, repeatedly, practice the fundamental skills, either alone or with the help of the teacher, with feedback, until the fundamental skill/talent is learned. At this point, the learner has the opportunity to provide answers to questions, or try out the actual assignment. The third and the final level is the habit level where the learner's performance becomes natural, and he/she is able to develop his/her own variation of the talent and impart it on others. This level calls for continuous practice within and outside the classroom.

The Skill Acquisition Theory by Dekeyser (2007) in Dauda (2023) postulates that the development in knowledge has three stages, namely; declarative, procedural and automatic. Declarative knowledge is implicit knowledge that refers to behavior. The automatic occurs towards the end point of extensive practice towards

the point of expertness in performance tasks. The theories are found to be related to this study because, skills acquisition is task oriented and the need to diagnose it into components in order to provide effective feedback becomes necessary. The theories suit the discipline, Social Studies, because of its emphasis on knowledge, attitudes, values and skills that constitute the focal domains of Social Studies education

Information and Communication Technology in Teaching and Learning constitutes technological devices, from computers to contemporary media devices that are, primarily, used to share and communicate information across the society. These devices have the capacity to gather, store, retrieve, process, analyze and send information across a variety of platforms. It provides guide to action that produces required results. Manu in Peter (2023) has defined teaching as a process of making it possible for pupils to learn. In other words, it is the way a teacher presents the contents of what is to be learned using the relevant instructional technological resources. It is believed that teaching and learning become effective when technologies are employed, especially, in a constantly changing environment. Israel in Danladi and Jarimi (2016) views teaching as an activity that aims at the achievement of learning objectives.

Learning, on the other hand, is the process of acquiring, and retaining knowledge, attitudes, values and skills to solve problems in the society. This position is supported by Danladi (2006) who has viewed teaching and learning as a combined process that facilitates the presentation and acquisition of Social Studies learning experiences for active participation in the society. It should be noted that Social Studies education, as viewed by Danladi (2011), is a field of education or the common learning of man's interaction in his/her social, physical, economic and political environments that influence and bring about human improvement. Akinola (2014) has supported the above view when he acknowledged that Social Studies education is a tool for the acquisition of attitudes, values, knowledge and skills that help individuals to be useful to themselves and the society as a whole. It is agreed that the effective way to acquire these learning experiences requires the application of variety

of technology resources like Facebook, Video-conferencing, WhatsApp, computer, and many others. These applications are expected to be employed through a variety of strategies and techniques of teaching and learning of Social Studies, such as, discussion, dramatization, inquiry, questioning resource person, demonstration and many others.

It is important to note that the achievement of the objectives of Social Studies in schools calls for the employment of ICT gadgets in the classroom to ease the acquisition of cognitive, affective and psycho-motor domains. It is true that learning is a long-lasting change in a person's attitude and ability to influence teaching and learning hence, reasons for the encouragement of the use of ICT in the classrooms. This approach will encourage student-centred learning as students are exposed to the manipulation of ICT platforms like WhatsApp, Facebook, Instagram, Video-conferencing and many others. It is, however, of concern that most schools do not have access to the technologies to be used in teaching and learning, as well as the skills required to manipulate the technologies that are available for use in schools by teachers and learners is found to be a big challenge. These challenges are, negatively, manifested on the level of performance of teachers and students in the classrooms. It is in response to these gaps that this study investigated the views of teachers in this study.

### **Objectives of the Study**

The objectives of this study include the following;

- i. determine the perception of teachers on the use of computers, and YouTube in teaching and learning of Social Studies in Upper Basic Schools in Kaduna State, Nigeria;
- ii. find out the perception of teachers on the use of video-conferencing in teaching and learning of Social Studies in Upper Basic Schools in Kaduna State, Nigeria;
- iii. determine the perception of teachers on the use of Facebook in the teaching and learning of Social Studies in Upper Basic Schools in Kaduna State Nigeria; and

- iv. determine the perception of teachers on the use of WhatsApp in teaching and learning of Social Studies in Upper Basic Schools in Kaduna State, Nigeria.

### **Research Questions**

In line with the above objectives the following research questions:

- i. What is the perception of teachers on the use of computers, and YouTube in teaching and learning of Social Studies in Upper Basic Schools in Kaduna State, Nigeria?
- ii. What is the perception of teachers on the use of video-conferencing in teaching and learning of Social Studies in Upper Basic Schools in Kaduna State, Nigeria?
- iii. What is the perception of teachers on the use of Facebook in the teaching and learning of Social Studies in Upper Basic Schools in Kaduna State Nigeria?
- iv. What is the perception of teachers on the use of WhatsApp in teaching and learning of Social Studies in Upper Basic Schools in Kaduna State, Nigeria?

### **Methods**

The study employed the descriptive survey research design. The design was considered relevant because of the large population of the study and the advantage of using a sample size to represent a large population. The population of the study has 1123 Social Studies teachers and a sample size of 382 in line with the recommendation of Krejcie and Morgan (1970). The instrument used for data collection was a self-structured questionnaire with a Four-Point Likert Scale response mode, with a decision-rule of 2.50. The method of data analysis of this paper was the use of Frequency, Percentages, Mean and Standard Deviation for the analysis of demographic data and answers to the Research Questions raised in this study.

### **Results**

**Research Question One:** What is the perception of teachers on the use of computers, and YouTube in teaching and learning of

### Social Studies in Upper Basic Schools in Kaduna State, Nigeria?

**Table 1:** Mean and Standard Deviation of perception of teachers on the use of computer and YouTube in teaching and learning of Social Studies

S/N	Items	N	X	SD	Decision
1.	Computer helps in storing of examination and test results	370	2.96	0.97	Accepted
2	Students have improved performance using computers in learning	370	3.91	0.18	Accepted
3	Use of computer expose teachers and students to new knowledge	370	3.97	0.16	Accepted
4	Students' comprehension of lesson improves when computer is used in teaching and learning	370	3.97	0.17	Accepted
5	Computer makes the learning process simple because it provides access to tools and methods	370	3.97	0.17	Accepted
<b>Section Mean</b>			<b>3.80</b>	<b>0.37</b>	<b>Accepted</b>

Table 1 provides analysis of the opinions of teachers on the use of computer and learning of Social Studies in Upper Basic Schools in Kaduna State, Nigeria, with an overall mean of 3.80 and a standard Deviation of 0.37 level of acceptance. This result indicated acceptance by teachers that the computer has positive utilization in teaching and learning of Social Studies in Upper Basic Schools in Kaduna State.

**Research Question Two:** What is the perception of teachers on the use of video-conferencing in teaching and learning of Social Studies in Upper Basic Schools in Kaduna State, Nigeria?

**Table 2:** Mean and Standard Deviation of influence of video-conferencing in teaching and learning Social Studies

S/N	Items	N	X	SD	Decision
6	Video-Conferencing improves the attitudes of students towards learning	370	3.91	0.30	Accepted
7	Video-conferencing helps students to learn new knowledge outside their environment	370	3.27	0.44	Accepted
8	Video-conferencing provides easy ways to learn social studies	370	3.85	0.36	Accepted
9	Video-conferencing helps students learn easily	370	3.76	0.46	Accepted
10	Video-conferencing helps students review lessons that they miss	370	3.22	0.43	Accepted
<b>Section Mean</b>			<b>3.60</b>	<b>0.39</b>	<b>Accepted</b>

Table 2 presents the responses of teachers on the use of video-conferencing in teaching and learning of Social Studies in Upper Basic schools in Kaduna state. The section Mean of the opinions of the teachers showed a section mean of 3.60 and a Standard Deviation of 0.39 which are accepted as having positive impact in teaching and learning of social studies.

**Research Question Three:** What is the perception of teachers on the use of Facebook in the teaching and learning of Social Studies in Upper Basic Schools in Kaduna State Nigeria?

**Table 3:** Mean and Standard Deviation of Perception of Facebook in Teaching and Learning

<b>S/N</b>	<b>Items</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>Decision</b>
11	Facebook motivates and encourages students to develop writing and reading skills	370	2.45	0.75	Rejected
12	Facebook helps teachers record and share videos of lessons with other students	570	3.89	0.38	Accepted
13	Teachers use facebook to counter fake news	370	3.94	0.28	Accepted
14	Facebook provides students storage space for important events	370	3.19	0.39	Accepted
15	Facebook provide opportunities to develop ICT skills	370	3.16	0.41	Accepted
<b>Section Mean</b>			<b>3.32</b>	<b>0.44</b>	<b>Accepted</b>

Table 3 presents teachers' responses on the influence of Facebook in teaching and learning Social Studies in Upper Basic Schools in Kaduna state, with a section Mean of 3.32 and a Standard Deviation of 0.44 that indicated acceptance of positive perception of Facebook in the teaching and learning process in Social Studies in Kaduna state.

**Research Question Four:** What is the perception of teachers on the use of WhatsApp in teaching and learning of Social Studies in Upper Basic Schools in Kaduna State, Nigeria?



**Table 4:** Mean and Standard Deviation of perception of WhatsApp in teaching and learning of Social Studies in Upper Basic Schools in Kaduna State, Nigeria

<b>S/N</b>	<b>Items</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>Decision</b>
16	The use of WhatsApp influences effective communication between teacher and learners	370	3.80	0.52	Accepted
17	Use of WhatsApp in teaching and learning of Social Studies promotes communication in the classroom	370	3.90	0.36	Accepted
18	WhatsApp helps teachers develop ICT skills	370	3.89	0.35	Accepted
19	WhatsApp provides different forms of techniques of communication of the lesson contents	370	3.4	0.45	Accepted
20	WhatsApp provides opportunities for quick response between teacher and learner	370	3.12	0.41	Accepted
<b>Section Mean (X) =</b>			<b>3.58</b>	<b>0.42</b>	<b>Accepted</b>

Table 4 indicates that teachers' responses on their perception of WhatsApp in teaching and learning Social Studies in Upper Basic Schools in Kaduna state, Nigeria. The responses produced a section Mean of 3.58 and a Standard Deviation of 0.42 with an acceptance decision.

### **Discussions**

The results of the findings of this study showed that ICT platforms that were used in teaching and learning of Social Studies have positive influence on teaching and learning of Social Studies in schools. These findings are in conformity with the opinion of Caty-Ann (2011), who said that ICT is now regarded as one of the building

blocks of modern society and should be used by teachers and learners of Social Studies to construct rich multi-sensory and interactive environments for unlimited teaching and learning potentials. Hicks (2015) has expressed support for the use of video-conferencing, WhatsApp, and Youtube, respectively, in teaching and learning of Social Studies in schools, some short-comings notwithstanding.

### **Conclusion**

In the area of contribution to knowledge, the researchers observed that Facebook was rejected as an ICT tool that motivates and encourages students in the development of writing skills. Hence, the need for a careful choice of the relevant ICT tools that can achieve the corresponding lesson objectives.

### **Recommendations**

The motive of the study is based on the curriculum shift that is focusing on the global shift towards the deployment of ICT in the implementation of Social Studies curriculum. In view of the benefits derived from the use of ICT in teaching and learning of Social Studies in schools, the researchers recommended that higher educational institutions that train Social Studies teachers should be equipped with ICT infrastructure and resources so that beneficiaries can have a thorough understanding and utilization of ICT skills in teaching and learning of Social Studies in Kaduna schools in particular and Nigerian schools in general.

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