

# ATTITUDE TOWARDS INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ASSISTED INSTRUCTION: SOCIAL STUDIES TEACHERS PERSPECTIVE

*Emmanuel Nnamaka Nwalado*

## **Abstract**

*The study investigated the teachers' attitude towards Information and Communication Technology (ICT) assisted instruction from the Social Studies teacher perspective. The study adopted survey design, using a questionnaire method of data collection. The population for the study consisted of 318 Social Studies teachers from one hundred and sixty-six (166) public secondary schools in Delta-North senatorial district of Delta State. The sample comprised of two hundred (200) Social Studies teachers from the target population, from 50 public secondary schools. The technique used to arrive at the sample was the multi-stage random sampling method or technique at three stages. The data collected were analysed using the *t*-test at 0.05 level of significance. The result of the study revealed that there is no significant difference in Studies teachers' attitude toward Information and Communication Technology (ICT); there is significant difference in Social Studies teachers' views on the various factors related to teachers' attitude toward Information and Communication Technology (ICT) assisted instruction. Based on the findings recommendations were made.*

**Keywords:** Attitude; Information and Communication Technology (ICT); Assisted Instruction; Social Studies.

One of the factors that can be considered as both the determinant and consequence of learning experiences is attitude. Individuals self-concept, parents and teachers' motivation, learning environment, socio-economic status, objects, and situations may influence learning experiences. Attitude towards technology enabling academic learning means interest or feeling towards technology enabling academic learning. Although these experiences may be satisfying or frustrating, Abdous & Yoshimura (2010) asserted that attitudes are nevertheless developed, and once established, they enable or inhibit further learning opportunities. Technology impacts students' daily lives and certainly plays an important part in developing students' positive and negative attitudes towards it.

Recent technological advancements have provided teachers with new tools to support in-class instruction and coursework, therefore, integrating technology into classrooms is a growing initiative that is becoming an important and growing part of educational culture (Olagunju, 2013). Classroom Technology is the collection of software, hardware and processes that facilitate teaching and consequently impact mostly positively on students' performance (Adeyemi, 2012). Correspondingly, according to Agyei & Voogt (2011), teachers' attitude implies the effect or influence of Information and Communication Technology (ICT) on a teachers' disposition towards technology instruction, it can be positive, negative, or neutral.

The introduction of technology to the learning environment has presented many opportunities and challenges for teachers. Additionally, incorporating technologies in classrooms teaching and learning has been shown to improve teachers and students' performance and motivation (Tyagi, 2014). The use of Information and Communication Technology (ICT) assisted instruction has received increasing attention over the recent years. Serin (2011) concluded that a technology assisted instruction could foster positive attitudes towards the use of computers in teaching and learning. They found that a technology assisted instruction environment was positively correlated with teachers' attitudes towards Information and Communication Technology (ICT) assisted instruction or teaching. It is against this background that the study investigated teachers' attitude towards Information and Communication Technology (ICT) assisted instruction from the Social Studies teacher perspective. \

### **Statement of the Problem**

The development of technology has had a tremendous impact on society and has transformed the way that the global population lives in the twenty-first century (OECD, 2010). Although initially dismissed as a fad, information and communication technology has grown to dominate society in every conceivable way. This has led to the view that the education sector has also had to develop with it, implementing curriculum with the use of Information and Communication Technology (ICT) that empowers teachers to develop their understanding of technology (Zhu, 2012).

With the advancement of technology and the incorporation of technology into the educational system, there is a current debate about the role that Information and Communication Technology (ICT) should playing teaching and learning. A change in behaviour, attitudes and skills towards Information and Communication Technology (ICT) is needed not only to equip the learner with basic knowledge of Social Studies content as far as Social Studies Curriculum is concerned, but also with practical skills capable of enhancing self-development and continuous learning. It is worth mentioning that teachers, who are the key elements in motivating students' attitude towards learning, themselves do not fully realize the importance of Information and Communication Technology (ICT) assisted learning. It is assumed that teachers have different attitude towards Information and Communication Technology (ICT) assisted learning. These existing attitude of teachers towards Information and Communication Technology (ICT) assisted learning may not relate to their classroom practices. Within this context, this study investigated teachers' attitudes towards Information and Communication Technology (ICT) assisted instruction using Social Studies Teachers by providing answer to the question: What is the attitude of Social Studies teachers towards Information and Communication Technology (ICT) assisted instruction?

### **Research Hypotheses**

The following hypotheses were formulated:

1. There is no significant difference between male and female Social Studies teachers' attitude towards Information and Communication Technology (ICT) assisted instruction.
2. There is no significant difference between male and female Social Studies teachers' views on the various factors related to teachers' attitude towards Information and Communication Technology (ICT) assisted instruction.

### **Methodology**

#### **Research Design**

The study employed survey design. A survey design investigates the behaviour and/or opinions of a large group of people about a particular topic or issue. Furthermore, a survey design gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events.

#### **Population of the Study**

The population of this study comprised all Social Studies teachers in public secondary schools in Delta-North senatorial district of Delta State. The population involved 318 Social Studies teachers from one hundred and sixty-six (166) public secondary schools.

#### **Sample and Sampling Techniques**

The study employed a sample size two hundred (200) Social Studies teachers from the target population, from 50 public secondary schools in Delta-North senatorial zone of Delta State. Sampling technique adopted for the study was the multi-stage random sampling method or technique at three stages. The first stage of sampling involves the selection one local government area from each of the three senatorial zones or districts in the State through simple random sampling technique. At the second stage of sampling, using simple random technique, 2 local government areas were selected. At the third stage, the researcher selected 95 male and 105 female teachers for the study.

### **Instrument for Data Collection**

The instrument used in this study was a questionnaire. It consisted of two sections, section ‘A’ and ‘B’. Section ‘A’ contained personal information of the respondent, while Section “B” was made up of 20-item instrument. The items were put into clusters as follows: Cluster A involved information on teachers’ attitude which contained 10 items and Cluster B bordered on factors influencing teachers’ attitude towards ICT assisted instruction with 10 item. The items in this section were rated on 4 points scale as follows: SA (Strongly Agree) 4, A (Agree) 2, D (Disagree) 3 and SD (Strongly Disagree) 1.

### **Reliability of the Instrument**

To ascertain the reliability of the instrument, the questionnaire was trial tested on thirty (30) Social Studies teachers and schools not chosen for the study. The reliability value was computed using Cronbach Alpha reliability estimate and a coefficient of 0.73 was obtained.

### **Method of Data Collection**

The direct delivery and retrieval technique was applied through the services of research assistants in administering the instrument to the respondents in schools in far off schools. The research assistants were used to approach the respondents with courtesy and respect so as to secure their attention and cooperation in the administration and collection of the questionnaire. They were allocated to specific schools to cover. Two hundred questionnaire were shared and all were retrieved.

### **Method of Data Analysis**

The data collected were tested using t-test statistic. All tests were carried out at 0.05 level of significance.

## **Results**

### **Hypothesis 1**

There is no significant difference between male and female Social Studies teachers’ attitude towards Information and Communication Technology (ICT) assisted instruction.

**Table 1: Analysis of t-test on the Difference of Male and Female Social Studies Teachers’ Attitude Towards Information and Communication Technology (ICT) Assisted Instruction**

Groups	N	$\bar{X}$	SD	df	t.cal.	t-Crit.	Decision
Male	95	2.56	2.5	198	1.13	1.96	Not Significant
Female	105	2.63	1.4				

Data in table 1 shows that the null hypothesis of no significant difference is not rejected. This is because the calculated t-value (1.13) is less than the critical t-value (1.96). This implies that there is no significant difference between male and female Social Studies teachers’ attitude towards Information and Communication Technology (ICT) assisted instruction.

### **Hypothesis 2**

There is no significant difference in Social Studies teachers’ views on the various factors related to teachers’ attitude towards Information and Communication Technology (ICT) assisted instruction.

**Table 2: Analysis of t-test on the Difference on Social Studies Teachers’ Views on the Various Factors Related to Teachers’ Attitude Towards Information and Communication Technology (ICT) Assisted Instruction**

Groups	N	$\bar{X}$	SD	df	t.cal.	t-Crit.	Decision
Factors related to teachers’ attitude	200	2.59	1.51	198	2.94	1.96	Significant
Information and communication technology (ICT) assisted instruction.	200	2.27	1.44				

Result from table 2 revealed that the null hypothesis of no significant difference is rejected. This is because the calculated t-value (2.94) is higher than the critical t-value (1.96). This implies that there is significant difference in Social Studies teachers' views on the various factors related to teachers' attitude towards Information and Communication Technology (ICT) assisted instruction.

### **Discussion of Findings**

The result of hypothesis one testing the significant difference between male and female Social Studies teachers' attitude towards Information and Communication Technology (ICT) assisted instruction was accepted in a null form. This means that there is no significant difference between male and female Social Studies teachers' attitude towards Information and Communication Technology (ICT) assisted instruction. The major factor that could account for this is that teachers' attitude toward Information and Communication Technology (ICT) assisted instruction defile gender; thus, teachers' attitude towards Information and Communication Technology (ICT) assisted instruction was not be affected by gender. This study justified the submission of Wen & Shih (2008); Bhattacharjee (2008); Gillwald, Milek & Stork (2010); Egbo, Okoyeuzu, Ifeanchi & Onwumere (2011); UNESCO (2012) and Suri & Sharma (2013) who found no gender differences in relation to attitudes towards Information and Communication Technology (ICT) assisted instruction, and stated that the gap between men and women (gender divide) gender differences in relation to the attitude towards Information and Communication Technology (ICT) assisted instruction.

The result of hypothesis two shows that there is significant difference in Social Studies teachers' views on the various factors related to teachers' attitude towards Information and Communication Technology (ICT) assisted instruction. The differences in their opinions may be as a result of individual technological experiences and training as regard the various factors related to their attitude toward Information and Communication Technology (ICT) assisted instruction. This result is in line with the previous findings of researchers and scholars like Zhang & Bhattacharyya (2008); Wen & Shih (2008); Papaioannou & Charalambous (2011) and Bhuasiri, Xaymoungkhoun, Zo, Rho & Ciganek (2012) who found significant difference in teachers' views on the various factors related to teachers' attitude towards Information and Communication Technology (ICT) assisted instruction. The findings of the study revealed that Social Studies teachers' views on the various factors related to teachers' attitude towards Information and Communication Technology (ICT) assisted instruction was adequate and affected by various factors.

### **Conclusion of the Study**

Based on the findings above, the following conclusions were drawn:

1. This study has established that Social Studies teachers' attitude towards Information and Communication Technology (ICT) assisted instruction was positive.
2. This study demonstrated that Social Studies teachers differ in the perception of the factors that influences their attitude towards Information and Communication Technology (ICT) assisted instruction.
3. Gender/sex of Social Studies teachers did not positively affect their attitude towards Information and Communication Technology (ICT) assisted instruction.

### **Recommendations**

Given the above conclusions, the following recommendations were made:

1. Ministries of Education, Nigerian Union of Teachers and other stakeholders in the education industry should organize periodic seminars and workshops for teachers designed to promote and sustain positive attitude towards Information and Communication Technology (ICT) assisted instruction.
1. The State Education Board or the Ministry of Education should provide fund to schools to procure the needed Information and Communication Technology (ICT) tools for instruction schools.
2. Teachers should also be encouraged to endeavour to utilize Information and Communication Technology (ICT) assisted instruction in their classroom teaching.
3. Information and communication Technology (ICT) training needs of teachers should be identified. They need to be trained on how to manage and use technologies to promote instruction.

4. Teachers should endeavour to participate in evaluating online educational materials for use in classroom instruction. Arrangements and provisions should be made for all teachers to participate in the ongoing professional development on Information and Communication Technology (ICT) assisted instruction for public schools.

#### References

- Abdous. M. & Yoshimura. M. (2010). Learner Outcomes and Satisfaction: A Comparison of Live Video- Streamed Instruction, Satellite Broadcast Instruction and Face-to-Face Instruction. *Computers and Education*, 55(2), 733-741.
- Adeyemi, B. A. (2012). Effects of Computer Assisted Instruction (CAI) on students' achievement in social studies in Osun State, Nigeria. *Mediterranean Journal of Social Sciences*, 3(2), 269-277.
- Agyei, D. D. & Voogt, J. M. (2011). Exploring the Potential of the Will, Skill, Tool Model in Ghana: Predicting Prospective and Practicing Teachers' Use of Technology. *Computers & Education*, 56, 91-100.
- Bhattacharjee, B. (2008). Factors Affecting Computer Use among Older Adult Users: A Study in the Backdrop of the Florida State University. *Unpublished PhD Thesis, College of Information, The Florida State University*.
- Bhuasiri, W., Xaymoungkhoun, O., Zo, H., Rho, J. J. & Ciganek, A. P. (2012). Critical Success Factors for E-Learning in Developing Countries: A Comparative Analysis between ICT Experts and Faculty. *Computers & Education*, 58, 843-855.
- Egbo, O. P., Okoyeuzu, C. R., Ifeanacho, I. C. & Onwumere, J. U. (2011). Gender Perception and Attitude Towards E-Learning: A Case of Business Students, University of Nigeria. *International Journal of Computer Application*, 1(2), 135-148.
- Gillwald, A., Milek, A. & Stork, C. (2010). Towards Evidence-Based ICT Policy and Regulation: Gender Assessment of ICT Access and Usage in Africa. Retrieved May 25, 2019 from [http://irneasia.net/wpcontent/uploads/2010/09//Gender\\_Paper\\_Sept\\_2010.pdf](http://irneasia.net/wpcontent/uploads/2010/09//Gender_Paper_Sept_2010.pdf)
- OECD. (2010). *Educational Research and Innovation Inspired by Technology, Driven by Pedagogy. A Systemic Approach to Technology-Based School Interventions*. New York: OECD Publishing.
- Olagunju, A. M. (2013). Targeting Teacher Education through Computer Aided Instruction for National Development. *Journal of Modern Education Review*, 3(12), 932-941.
- Papaioannou, R. & Charalambous, L. (2011). Technology and the Changing Roles and Responsibilities of Teacher Educators. In Log in or Lose out: Technology in 21st Century Education. *American Association of Colleges of Teacher Education*. 151-155.
- Serin, O. (2011). The Effects of the Computer-Based Instruction on the Achievement and Problem Solving Skills of the Science and Technology Students. *The Turkish online journal of Educational Technology*, 10(1), 183-201.
- Suri, G. & Sharma, S. (2013). The Impact of Gender on Attitude Towards Computer Technology and E-Learning: An Exploratory Study of Punjab University, India. *International Journal of Engineering Research*, 2(2), 132-136.

- Tyagi, S. (2014). Comparative Effectiveness of Computer Assisted Instruction with Traditional Instruction at Teacher Training Level. *International Journal of Research*, 1(9), 71-77.
- UNESCO. (2012). *Turning on Mobile Learning in Africa and the Middle East*. Retrieved May 25, 2019 from [http://unesdoc.unesco.org/images/0021/002163/21\\_6359e.pdf](http://unesdoc.unesco.org/images/0021/002163/21_6359e.pdf)
- Wen, J. R. & Shih, W. L. (2008). Exploring the Information Literacy Competence Standards for Elementary and High School Teachers. *Computers & Education*, 50(3), 787-806.
- Zhang, P. & Bhattacharyya, S. (2008). Students' Views of a Learning Management System: A Longitudinal Qualitative Study. *The Communications of the Association for Information Systems*, 23, 351-374.
- Zhu, C. (2012). Student Satisfaction, Performance and Knowledge Construction in Online Collaborative Learning. *Educational Technology and Society*, 15(1), 127-136.