EXPLORING OBSTACLES TO INTEGRATING CONTEMPORARY TECHNOLOGIES FOR SOCIAL STUDIES INSTRUCTION IN ENUGU STATE'S ELEMENTARY SCHOOLS

BY

OVUTE, LAWRETTA EBERE
lawrettaebereovute@gmail.com

HILARY JOY AMARACHI
joyhilary382@gmail.com

&

EGEONU, ANGELA PhD
angelaegeonu5@gmail.com

**Department of Adult and Continuing Education,
Michael Okpara University of Agriculture, Umudike**

Abstract
The study x-rayed obstacles to integrating contemporary technologies for social studies instruction in Enugu State. The study discussed what contemporary technology is. Three research questions guided the study and analysis of the research questions was done by using mean. The results revealed the importance of Contemporary technology. It helps instructional delivery and students' communication in Social studies to be easy; help instructional delivery in Social studies to be very interesting; help students develop critical thinking, and also makes instructional delivery to be faster among others. It also revealed that challenges such as incessant nature of power supply, inadequate/lack of computer hardware, inadequate funding, and lack of in-service training contribute to the inability of lecturers to use modern technology in the execution of their duties. Based on the findings, the study recommended that necessary technologies needed for teaching/learning should be made available to lecturers and the institutions technology infrastructures upgraded, also seminars and conferences on current technologies used in teaching/learning should be made available to teachers so that their professional output is enhanced and guaranteed for higher productivity and long service to their employers.

Keywords: obstacles, contemporary technologies, social studies instruction, elementary schools.

Introduction

In recent years, the integration of modern technologies into educational practices has garnered significant attention worldwide, promising enhanced learning experiences and outcomes. However, despite the potential benefits, the adoption of these technologies in the realm of social studies education at the basic level presents unique challenges. Policy makers in every country have made concerted effort to ensure that their country is not left behind in the radical change that technology has brought. Education sector in Nigeria is not left out as the Ministry of Education and other education bodies like the Nigerian Educational Research and Development Council (NERDC) is a statutory responsible for the development, review and implementation of educational policies, curriculum, and instructional materials in Nigeria.

Within the context of the 2014 curriculum, NERDC (2014) recognized the potential of modern technologies in enhancing teaching and learning experiences. However, the effective integration of technology into social studies instruction at the basic education level might have faced challenges such as limited access to technology infrastructure, inadequate teacher training, and curriculum alignment issues. In 2014, at the basic education level, NERDC was instrumental in the development and implementation of the 9-year basic education curriculum. This curriculum aimed to provide a solid foundation for students' education from primary to junior secondary school levels. It covered various subjects, including Mathematics, English Language, basic science and technology, Social Studies among others.

Social studies subject is one of the subjects in junior secondary curriculum that could enable persons to achieve moral, societal and educational goals. Social studies serve as an avenue to incorporate students into citizenship education, providing them with the knowledge, skills and attitudes that would make them competent and responsible citizens who are knowledgeable to contribute to the community, and display moral and civic excellence (National Council of the Social Studies, 2023). Great number of countries in the world introduced social studies in order to address certain goals, needs and ardent desires of their country. For instance, the British government introduced social studies curriculum into their educational system after the First and Second World Wars importantly to address social problems, pacify the conscience of the citizens to obey constituted authority, and contribute positively towards societal development (Edinyang & Ubi, 2013). Social studies as a subject was included in the Nigerian schools as a quest for relevance in Nigerian education and society. This explains why social studies as a subject have been given an honorable place in the basic education level in Nigeria, starting from

primary to junior secondary level of the Nigerian educational sector (Awhen, Edinyang, & Ipule, 2014). Social studies curriculum was designed in such a way that it has the potentials to equip the learners with the needed skills to be abreast and survive in their environment (Nigerian Educational Research and Development Council, NERDC, 2014). NERDC in 2014 introduced Social studies as a theme in a single subject "Religion and National value curriculum" and recently renamed it "National Values" in July, 2017 (National Universities Commission, 2017). This is to sensitize the value system of social studies. The National Policy on Education (NPE) (Federal Republic of Nigeria, 2013) clearly stipulated social studies curriculum overall objectives as: development of ability of the students to the changing environment; becoming responsible and disciplined individuals who are capable and willing to contribute to the development of the society; inculcating the right type of values; developing sense of comprehension towards other people, their diverse cultures, history and those fundamental things that make them human and developing a sense of solidarity and sharing, based on a sense of security in one's own identity. Social studies are regarded as an implemented curriculum foundational to a great number of social science-based professional courses for learners (Godfrey, 2020). It addresses economic, political, psychological, physical and technological relevance of the cultural and moral way of life of a people to national development. Its content is organized around social and environmental issues affecting man's existence, ability to perform, and conserve the environment for sustainable development (Mezieobi, Akpochafo, & Mezieobi, 2021). Social studies curriculum is one of such programmes that deserve national attention especially in the planning of the curriculum.

For Social Studies, the NERDC (2014) curriculum emphasized the importance of providing students with a comprehensive understanding of societal issues, cultural diversity, and citizenship education. It aimed to equip learners with knowledge, skills and values necessary to become responsible and active members of their communities and the broader society. This needs contemporary technology to be accomplished. This study focused on exploring the obstacles hindering the effective integration of contemporary technologies for social studies instruction in elementary schools within Enugu State. Understanding the role of NERDC in curriculum development and the context of basic education in 2014 provides valuable insight into the challenges and opportunities associated with integrating modern technologies into social studies instruction at that time.

Contemporary technology refers to the modern tools, devices, systems, and processes developed using advanced scientific knowledge to improve various aspects of life, work, and

learning. It includes digital and computerized technologies widely used in fields like communication, health care, education, and entertainment. Examples of contemporary technology include, smartphones, the internet, artificial intelligence (AI), Virtual Reality (VR), cloud computing, and social media platforms. These technologies focus on enhancing efficiency, connectivity, and accessibility in ways that are not possible with older, traditional technologies. In this modern time, technology is the giant that have raised the super power countries of the world. Nigeria which is aspiring to become one can only move with the trends of the time to achieve its goals especially through the integration of contemporary technology into social studies teaching and learning. All contemporary technologies is modern unlike the old traditional technology. In this modern time, contemporary technology has proved its importance in education by bringing to the notice of the world students and teachers easy collaborations, critical thinking ability, communication, transportation, information access, environmental sustainability and so on. Some of the modern technologies are contemporary.

Modern technology is the technology which supports activities involving the creation, storage, manipulation, and communication of information, together with their related methods, management and application. Station, (2012) asserts that modern technology implies using modern equipment in processing, storing, recalling, solving, and disseminating information based on the fact that the world has been reduced to a global village. The workplace in the field of medicine, education, transportation, manufacturing and entertainment are embracing technology in order to stay current and be relevant. It's clear that society is rapidly transforming into one which is based on information, require its citizens to be familiar with and at ease with information based resources and their manipulations. Thus, for a Nigerian learner or teacher not to be left out in what is happening in the world he/she has to cue into the use and application of this modern technologies which has to start from the foundation of education right through to the tertiary level (Bamidele 2016; Abimbade, Aremu & Adedoja 2023). Modern is the advancement of the old technology with new additions and modifications. That is to say any machine or device we see around us is the product of modern technology. Modern technology in education is those machine or devices used in the execution of our teaching; learning activities to make it easy, interesting, interactive and goal oriented in other words modern technology education is what were refer to as Information and Communication Technology (ICT) in education. The use of ICT in teaching/learning has come to stay whether we embrace it or not this is because the positive institution of ICT therefore becomes imperative for both teachers and students to use. According to Murray in Adavieble (2016), modern technology or

information and communication technology (ICT) is a comprehensive expression for information technology (IT) which focuses attention to the function of integrated communications.

Modern technology worldwide has been noted for a tremendous and immense contribution towards the teachers/students advancement of knowledge and skills. Anyanwu (2019) called for an urgent integration of modern technologies in education and its curriculum implementation process. Efedi (2019) in support of the above suggested that the curriculum developers and implementers (teachers, administrators) have an enormous and very big global challenge in this new global world of information and knowledge and to increasingly became more functionally efficient in all their intellectual and service delivery efforts. Continuing that, it is only through modern technology such as information communication technology (ICT) that information can be provided within the shortest possible time if free from all its attendant problems. The whole world has been turned into a global village, as data and information can be exchanged globally by people and organizations within a few seconds. New educational responsibilities therefore involves training students to become global citizens, otherwise the education system will be a failure if it does not prepare both teachers and students to face the challenges of this modern or post-modern world (Akinboye 2023; Indireson, 2016).

Modern technologies use in educational institutions for effective teaching – learning processes include computers, laptops, CD – Rom, websites, E-mail, audio-visuals, scanning machines, video conferencing, digital camera, overhead projectors, fax machines, bomb dictator, intruder dictators, uninterrupted power supply (UPS), stabilizers, internet, satellites/cables, DVD/CD Rom players, disks, flash device, local area networks [LAN), monitors, video cassette players, power point, printers, diskette etc. (Akinboye 2023; Indireson, 2016). Technology use in education has become more necessary these days as there have been developments in technological hard and soft ware which will aid instructional processes. The use of modern technology in education opens a new area of knowledge and offers a tool that has a potential to change some of traditional and ineffective educational methods Akpan and Ita (2015). It is currently considered as crucial to modernize educational system on the basis of modern technology ICT), as globalization and transformation to the information society. (Alumode 2013), Odeh and Tyokyaa (2014) citing Iparen identified common ICT facilities used in school management to include desktop computer, Laptop, computer Library, computer networking machines, photocopy machines, internet, satellite disc for global information, e-mail service, internet phone, school cyber café, school world wide web (www), school visual Library, digital

satellite television (DSTV), fax-mail machine, public address system, audio tape player, digital camera, electronic classroom, examination scoring machine, counting machine and so on. The use of these modern technologies in the day to day school management functions (primary, secondary and tertiary) enhances efficiency, productivity, creativity and improve both teachers and students technological/manipulative skills and as such help to realize the school stipulated (set) goals and objectives.

Use of modern technologies in education has been continuously linked to higher efficiency, higher productivity and higher educational outcomes, including the quality of cognitive, creative, and innovative thinking of the teachers. It is on this background that the federal republic of Nigeria (FRN) 2014 made plans for providing necessary infrastructure and training for the integration of ICT for effective functioning in this modern era. Ugwu and Oboegbulem (2020) said ICT can increase school efficiency and reduce necessary bureaucratic bottlenecks in education management. They further stressed that the availability and utilization of modern technologies (e. g. ICT facilities) are therefore important factors to consider if there must be any meaningful benefits in using them for the management of schools.

According to Azuh and Modebelu (2013), empirical studies have indicated that even teachers who have competence in the use of ICT do not integrate them in their teaching. Problems of quality and lack of resources are compounded by the new realities faced by primary education institutions battle to cope with ever increasing students' number. Also Kwacha (2023) added that most common problems associated with the effective implementation of ICT are lack of qualified ICT personnel, cost of equipment, management attitudes, incessant electricity power supply and non-inclusion of ICT programme in teacher's training curricula. These challenges include insufficient ICT services and infrastructure unavailability of access to ICT resources at will by both pupils and teachers, irregularly electricity supply. Other challenges include lack of technical support insufficient funding of institutions, lack of the needed knowledge and skills in the use of ICT faculties and resources, inadequate incentive and motivations for teachers and conservative or un-dynamic nature and attitude of some teachers in the use of ICT in teaching.

Enugu state, located in Southeastern Nigeria, boasts a rich cultural heritage and history, making Social studies education a crucial component of its curriculum. Yet, the utilization of modern technologies to facilitate teaching and learning in this subject area encounters numerous barriers. Understanding these challenges is essential for devising strategies to overcome them and maximize the potential of technology-enhanced social studies instruction. Through an

examination of the current landscape of technology integration in Enugu State's elementary schools, this study aims to shed light on the specific hurdles faced by educators and students alike. By identifying these obstacles, policymakers, educators and stakeholders can collaborate to develop targeted interventions and support systems, ultimately fostering more effective and inclusive social studies education in the digital age. To guide this study three research questions were raised as follows:

1. What are the importance of using modern technology in teaching and learning Social studies in primary school institutions in Enugu State?
2. What are the challenges associated with the use of modern technologies by teachers in teaching Social studies institutions in Enugu State?
3. What are the possible strategies to the challenges associated with the use of modern technology by teachers in teaching Social studies in primary institutions in Enugu State?

Method

1. The study used the descriptive survey design so as to get the opinions of teachers involved in the study. An adapted questionnaire from Adavbiele (2016), Azu and Modebelu (2013), which was subjected to re-validation by experts, was used to elicit information from lecturers the problem and challenges affecting their use of modern technology in the classroom. A total of 100 teachers were purposively selected across 10 primary school institutions in Enugu State and sample of 80 was used based on research Advisors (2016) able for determining sample size, questionnaire titled "Problems and Challenges Affecting Use of Modern Technologies in Teaching and Learning Social Studies Questionnaire" (PCAMTTLSSQ) was used to elicit information from the teachers. The questionnaires consisted of three parts, part one deals with problems hindering teachers from using modern technologies with ten items, part two deals with challenges associated with the use of modern technologies with ten items while part three deals with possible solutions to the challenges also with 10 items. All these items were based on four point as follows Strongly Agreed SA (4 points), Agreed (3points), Disagreed\ D (2 points) and Strongly Disagreed SA (1 point). Analysis of the responses was done through the use of mean for each of the items.

2.

3. **Result**

   Table 1: Mean responses of teachers on the importance of modern technologies in teaching and learning in primary school institutions in Enugu State

S/n	Items	SA	A	D	SD	Mean	Remarks
1.	Contemporary technologies help instructional delivery in Social studies to be very interesting	10	35	25	10	2.56	Agree
2.	Contemporary technologies aid instructional delivery in Social studies thereby encouraging collaboration.	12	18	20	30	2.15	Disagree
3.	Contemporary technologies help students in personalized learning.	30	20	23	7	2.91	Agree
4.	Contemporary technologies makes instructional delivery to be faster.	26	22	20	10	2.85	Agree
5.	Contemporary technologies reduces stress for teachers in teaching and learning Social studies.	35	20	15	10	3.00	Agree
6.	Social studies teachers and students are enhanced in classroom engagement.	40	25	10	5	3.25	Agree
7.	Social studies teachers and students are encouraged to assess their level of achievement through the use of Contemporary technologies	22	10	20	28	2.33	Disagree
8.	Contemporary technologies provides access to information to both Social studies teachers and students.	35	25	15	5	3.12	Disagree
9.	Contemporary technologies prepares Social studies teachers and students for the future.	39	25	10	7	3.18	Agree
10.	Contemporary technologies help Social studies teachers to connect with other teachers and educators.	30	22	18	10	2.90	Agree

The Result in Table 1 above showed that all items with exception of item No. 2 & 7 have their mean of responses above 2.50 which shows that Social studies teachers in primary institutions in Enugu State agree that the above are the importance of Contemporary technologies teaching and learning of social studies.

Table 2: Mean responses of teachers on the challenge's associated with the use of modern technology in teaching and learning of Social studies process in primary school institution in Enugu State

S/n	Items	SA	A	D	SD	Mean	Remarks
1.	Social studies teachers had not enough capacity to accommodate increase in traffic	35	26	14	5	3.14	Agree
2.	Insufficient internet to IP address (Lack of connectivity and bandwidth) has affected Social studies teachers' use of ICT	15	20	25	20	2.38	Disagree
3.	Social studies teachers lack technical staff to support use of ICT	38	22	12	8	3.12	Agree
4.	Social studies teachers lack computer and computers skill are expensive	28	26	16	10	2.79	Agree
5.	Social studies teachers lack internet or slow connectivity	10	15	20	35	2.00	Disagree

6.	Heat, dust and connectivity is a challenge for standard computer	36	28	06	10	3.12	Agree
7.	Resistance to change/negative attitudes on the part of the students tend to challenge Social studies teachers	30	25	15	10	2.94	Agree
8.	ICT tools are not compatible with teaching and learning of Social studies	25	32	13	10	2.90	Agree
9.	Lack of interest on the part of the Social studies teachers	20	14	16	30	2.35	Disagree
10.	Social studies teachers have inadequate ICT up-dating opportunities	30	22	18	12	2.88	Agree

Result in Table 2 reveals that seven out of the ten items are in agreement with factors outlined as challenges associated with using modern ICT in teaching and learning by Social studies teachers in Enugu State, while items 2, 3 & 9 scored below 2.50. This shows that items 1, 3, 4, 6, 8 and 10 are challenges associated with the use of modern ICT in teaching and learning process.

Table 3: Mean Reponses of teachers on the strategies to overcome the challenges of using modern technology in teaching and learning of Social studies in primary school institutions in Enugu State.

S/n	Items	SA	A	D	SD	Mean	Remarks
1.	Modern technology hard wares should be provided	35	25	15	5	3.12	Agree
2.	Establishment of effective ICT system to carter for large audience in the primary school classrooms	40	25	10	5	3.25	Agree
3.	Proper awareness on the role of ICT for easy e-learning and e-teaching should be created	30	32	10	8	3.05	Agree
4.	Training of Social studies teachers on ICT utilization through in-service	32	28	15	5	3.09	Agree
5.	Administration should ensure that every Social studies teacher owns a laptop and the accessories	26	20	14	20	1.40	Disagree
6.	Regular training and re-training of Social studies teachers	35	28	17	10	2.72	Agree
7.	Establishment of well-equipped ICT centers for free training of Social studies teachers and students	35	28	17	10	2.10	Agree
8.	Adaption to changing rules and norms on the use of ICT across the globe to the Social studies teachers	24	26	20	10	2.78	Agree
9.	Encourage online training of Social studies teachers	36	24	15	5	2.78	Agree
10.	Government should allocate norms funds for ICT to help Social studies teachers	28	27	15	10	2.91	Agree

Table 3 result shows that items 1,2,3,4,6,8,9 and 10 have the means above 2.50 while items 5 and 7 mean are below 2.50. This shows that majority of the Social studies teachers agree with

the outline solutions as a means of overcoming the challenges in the use of modern technologies in teaching and learning process in primary school institutions in Enugu State.

Discussion

In response to research question one the findings of this study revealed that the Result in Table 1 above showed that all items with exception of item No. 2 & 7 have their mean of responses above 2.50 Contemporary technology is important. It helps instructional delivery and students' communication in Social studies to be easy; help instructional delivery in Social studies to be very interesting; help students develop critical thinking, and also makes instructional delivery to be faster. This is in line with Anyanwu (2019) who called for an urgent integration of modern technologies in education and its curriculum implementation process. He added that Modern technology worldwide has been noted for a tremendous and immense contribution towards the teachers/students advancement of knowledge and skills. Contemporary technologies prepare Social studies teachers and students for the future; reduces stress for teachers in teaching and learning Social studies, and Social studies teachers and students are encouraged to assess their level of achievement through the use of Contemporary technologies. It provides access to information to both Social studies teachers and students, and teachers and students are enhanced in classroom engagement. Thereby helping Social studies teachers to connect with other teachers and educators. This is in line with (Bamidele 2016; Abimbade, Aremu & Adedoja 2023) who said that for Nigerian learner or teacher not to be left out in what is happening in the world he/she has to cue into the use and application of this modern technologies which has to start from the foundation of education right through to the tertiary level.

The result of Table 2, the study also showed that major challenges which include lack of technical support staff, resistance to change/negative attitude of students to change, epileptic power supply and inadequate ICT up-dating opportunities. The findings are in line with the work of Kwacha (2023 and Osakwe (2017) that mention lack of technical support personnel, non-inclusion of ICT programme in teachers training curricula and lack of needed knowledge and skills in use of IT facilities and incessant nature of power supply add to their challenges in using modern technologies in teaching and learning Social studies. This is also in line with the findings of Azuh and Modebelu (2013) who said that problems of quality and lack of resources are compounded by the new realities faced in primary education institutions in their battle to cope with the ever increasing student numbers.

The result of Table 3 on the strategies to overcome the challenges of using modern technology in teaching and learning of social studies in primary school institutions in Enugu state shows that Social studies teachers agree that provision of adequate hardware, establishing of effective ICT system to carter for large audience, encouraging online training, administration ensuring that every teacher training and re-training will help alleviate the challenges. This is in line with (Akinboye 2023; Indireson, 2016) who said that New educational responsibilities therefore involve training students to become global citizens, otherwise the education system will be a failure if it does not prepare both teachers and students to face the challenges of this modern or post-modern world). This is supported by the federal republic of Nigeria (FRN) 2014 who made plans for providing necessary infrastructure and training for the integration of ICT for effective functioning in this modern era. It therefore becomes necessary that all these solutions must be looked into for easy use of modern technology in teaching and learning of Social studies.

Conclusion

The study looked into the challenges affecting the effective use of modern technologies in teaching and learning by Social studies teachers in primary school institutions in Enugu State. Factors like lack of enough technical support personnel, low access of ICT facilities and erratic nature of power supply were seen as affecting the effecting use of modern technologies in teaching and learning by Social studies teachers in primary school institutions in Enugu State. The study also revealed that to redress these factors, provision of adequate hardware, encouraging online training, administration ensuring that undergo training and re-training must be adequately tackled.

Recommendations

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

1 Social studies teachers in primary school institutions in Enugu State should be encouraged to acquire the needed skills that will help the use of modem technologies in the teaching/learning activities.

2 Government should endeavor to make adequate provision of ICT resources and infrastructures to help the Social studies teachers in keying in to the change in technological development of education.

3 Social studies teachers in primary school institutions in Enugu State should be assisted to have access to these modern technologies by giving them the need support in form of

sponsorship to workshops and conferences to enhance their productivity and long service to their employers.

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