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Attitude of Primary School Social Studies Teachers towards the use of ICT in Kagarko Local Government Area of Kaduna State

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Abstract

This study was conducted to investigate Attitude of Primary School social studies teachers towards the Use of ICT in Kagarko Local Government Area of Kaduna State. Two research questions were formulated. The research adopted for the study was survey research design and under the survey type of research, cross sectional research design was maintain. 50 Questionnaire were used to survey 50 respondents of primary school social studies teachers in Kagarko Local Government Area of Kaduna State. The study revealed that that ICT facilities such as computer, projector, electronic notice board, internet filmstrips were not available in Primary schools. This could be as a result of inadequate funding of the school by the government. The findings concluded that the perceived benefits of using ICT in schools include making teaching learning, interesting, helping the distance-learning programme; help teachers, to be up to date, and enhancing quality of work by both teachers and students/pupils. The following recommendations were made: Government should increase funding for the entire educational sector with emphasis on ICT, this will help improve the level of ICT facilities in the schools. There should also be continuous and periodic training of teachers on computer and ICT Skills acquisition, This will help provide them with practical and functional knowledge of the computer, the internet and associated areas of ICT with the hope of integrating, it with instructional methods of teaching and learning of social studies and Government and other stakeholders should mobilize resources for equipping schools with ICT infrastructure.

Keywords: Attitude, Social Studies, ICT, Primary School.

Introduction

The educational system is the main source of human resource development. Its focus on the acquisition of knowledge, self-learning, generic and transferable skills in communication, entrepreneurship, management and technology that are the characteristics of the learning in society of today. Teachers play a crucial role in the adoption and implementation of Information and Communication Technologies (ICT) in educational sector; however, studies show that some teachers lack the necessary ICT knowledge and skills. Information and Communication Technologies (ICT) are generally accepted as a modern instrumental tool which enables the educators to modify the teaching methods they use in order to increase the students interest and it is a new medium, a new way of representing, communicating and working with information. In Issah Primary School Kagarko Local Government Area of Kaduna State, there is serious need for increasing the learning abilities of the pupils in other to help them.

Many researchers in the field of science and technical education have, therefore, tried to explore the various factors that influence the information and communication technology usage in education in one way or the other. The social environment of an individual influences him much more as compared to his physical environment. The customs, beliefs, prejudices, value pattern and the norms of the society, of which he is the member, affect his life style in all possible ways. The value system and the beliefs are the two promising factors which are found to determine the attitude of an individual towards technology (Gardner, Dukes, & Discenza, 2017). The educational policies of the country are the reflection of country's ideology and the philosophy upon which its whole educational system is based upon. If the country believes in educational benefits of the technology, efforts will be made to incorporate it in education in various ways for different purposes. The educators will also be provided with all possible facilities to ensure easy access to information and communication technology and hence, to use it for educational purposes. The teachers by using technological tools in their teaching may determine the attitude of masses towards information and communication technology. The culture, educational system of the country and the method of teaching adopted by the teacher, therefore, have their great influence in determining the attitude of learners towards the use of information and communication technology in education f ICT.

In fact, education is a key element for ICT dissemination. Therefore, improving the usage of ICT Infrastructure in schools has been a high priority in Kaduna State, as in other parts of the country. ICT is regarded as an integral component of educational

and curricular reforms. As an alternative to traditional teacher centered classroom, it allows the formation of learner-centered classrooms. It has brought about changes not only in learning methods for learners, but also in the teaching approaches of instructors. Both developed and developing countries adopted ICT usage in accordance with their policies in order to increase quality in education, to provide work power, and to educate individuals who have proficiency on ICT. When making such investments, the general assumption is that once hardware and software are available in our primary schools, ICT integration will automatically follow. While ICT usage for educational innovations and developments have an important potential, it is neglected that there are teachers who will use it in the classrooms as a part of the curriculum, even though a school possesses ICT hardware and software, whether they are used efficiently or inefficiently depends on teachers attitude. However, how these teachers perceive these reform efforts is closely related to certain variables such as belief and experience, level of knowledge, attitude toward ICT, educational applications, achievement expectations and learning-teaching approaches.

Social studies can be understood within the context of the objectives which underlie the philosophy and aims of a society's education. This is true of all countries which have Social Studies in their school curricula. Every society's educational aims and goals are developed to help achieve its national objectives, Social Studies as a subject deals with the problems of human survival differs in concept according to the needs of different societies (N. T.I, 2007), Thus, in Nigeria and other parts of the world, Social Studies has no single universally accepted definition. Its definition s are as many as there are authorities in the field and different societies with their peculiar problems. The problem of differences in definition as it is observed by scholars is that many of those who are associated with Social Studies have had their educational background in other Social Science subjects. Therefore, these tend to define Social Studies in the light of their own area of specialization. The meaning of Social Studies therefore varies from one authority to another.

Social Studies is the study of man in his environment, a programme through which society imparts knowledge, skills, values and desirable attitude considered worthwhile. Kolawole (2012) note that Social Studies deals with people's interaction with their environment. It is concerned with the reciprocal relationships between people and the various aspects of their environment. Kolawole said, while in this process they encounter problems and challenges and meaningful life. By its design, Social Studies should enable people to tackle societal challenges like the attitude of social studies teachers towards ICT by helping them adapt to the ever changing environment they live in through the acquisition of relevant ICT knowledge, attitudes, values and practical skills. Thus, social studies education was designed to provide functional and social education to Nigerian children and youths, within the

African continent, in order to make them good citizens and great patriots of their nations. According to Olobou (2010), Social Studies is "the integrated study of man as he battles for survival even in the quest for ICT knowledge in the environment both physical and social environments. It promotes awareness, appreciation, and understanding of the reciprocal relationship between man and the environment. The essence of studying Social Studies is to make out of learners, persons who are responsive and responsible citizens". According to Omooba, Obi and Olabode (2018), Social Studies "is a programme of study which a Social Studies teacher uses to instil in students the knowledge, skills, attitudes and actions it considers important concerning to relationship human beings have with one another, their world and themselves". According to Mezieobi and Fubara (2018), Social Studies may be simply defined as an integrative field of study which probes man's symbiotic relationships with his environments endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills (ICT), to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society".

Social studies teachers' attitudes toward the use of information and communication technologies are also related to teachers' computer competence. Social studies teachers' attitudes, whether positive or negative, affect how they respond to and use ICT. Therefore, information is required about teachers' attitudes for plans about and future investments in ICT. Attitudes affect social studies teachers' behaviors. Additionally, they have a considerable effect on openness to new experiences, as well as on reflecting and implementing change. Positive attitudes towards ICT, though too limited, support their use in classes. The effectiveness of ICT can be achieved with their effective application in the classroom as a part of the curriculum. By this way, learner-based learning environments can be created. The use of Information Technology in school poses a challenge for social studies teachers who already have their own established ways of teaching and may not know much about the use of ICT. To promote a positive attitude towards the use of information and communication technologies in the classroom, it is important to assess current technology attitudes amongst social studies teachers and to promote the use of interventions to change negative attitudes and usage of ICT.

Statement of Problem

It is obvious that professional trained social studies teachers always give in their best in carrying out their duties and responsibilities. It is pertinent that social studies teachers' activities in the use of information and communication technology must be compensated or rewarded as an encouragement as well as enabling them to work

harder in order to achieve the main objective of teaching and learning. The absence of information and communication knowledge and negative attitude of social studies teachers effect the standard of education in the country as the learners are being deprived of the needed knowledge because the social studies teachers are not knowledgeable about the use of information and communication technology (ICT) to impart the needed knowledge to the learners. Hence the problems are associated with the negative attitude of social studies teachers not giving their best due to lack of information and communication technology knowledge and usage. Inadequate knowledge on the part of pupils as a result of not being adequately taught, due to a lack of knowledge for teachers to give their best often affect negatively the level of performance of the learners. If the challenges such as negative attitude of both social studies teachers and pupils towards the use of ICT, lack of computer lab in various schools, low schools performances and the like would be and poor. It is for these reasons missioned above that the researcher finds it necessary to investigate attitude of primary school social studies teachers towards the use of ICT in Kagarko Local Government Area of Kaduna State.

Aim and Objectives of the Study

The purpose (aim and objectives) of this study is to examine attitude of primary school teachers towards the use of ICT in Kagarko Local Government Area of Kaduna State. The specific objectives of the study are:

1. To ascertain the attitude of social studies teachers towards teaching and using ICT in
   Kagarko Local Government Area of Kaduna State.
2. To assess social studies teachers' knowledge in teaching and using ICT Kagarko Local Government Area of Kaduna State.

Research Questions

1. What is the attitude of primary school social studies teachers towards the use of ICT in Kagarko Local Government Area of Kaduna State?
2. What is the level of social studies teacher's knowledge in the use of ICT in Kagarko Local Government Area of Kaduna State?

Method and Procedure

Research Design

The research design utilized for the study was a Survey research design. Particularly the cross-sectional research design which is collection of fact, data and information from the respondents at a single period of time. Awotunde, Ugunduluwa and Ozoji

(2002) depict that research design is a plan that guides the research interpretation of data. Also Ogbonna (2000) view research design as plans, structure and strategy for investigation conceived so as to obtain answers to questions and to control variance. Denga and Ali (2014) see survey research design as "designator studying condition that exist or practices that prevail." It is a detailed outline of how an investigation will take place. In essence, survey research has to do with examining a sample from a population for the purpose of making descriptive or explanatory assertions about certain trait or attributes of the population been represented. The choice of this design is based on time span needed to complete the study and it is also appropriate because it aided the researcher in collecting first-hand information to the research questions raised for the study.

Population and Sample

Population

A population in research is the group which a researcher is interested in studying, and about which he/she intends to obtain in function and draw conclusions. Awotunde (1997) opined that population in research is the target group which the researcher is interested to study and about which he/she intends to obtain information. The population of the study consist of fifty (50) social studies teachers from five (5) selected schools in Kagarko Local Government Area which are:

1. LEA Primary School Sabon Gari Katugal Kagarko Local Government Area of Kaduna State.
2. LEA Primary School Kushamfa Kagarko Local Government Area of Kaduna State.
3. LEA Primary School Kubacha, Kagarko Local Government Area of Kaduna State.
4. Model Primary School Kagarko Local Government Area of Kaduna State.
5. UBE Primary School Kenyi, Kagarko Local Government Area of Kaduna State.

The researcher was interested to know the extent to which attitude of primary school social studies teachers towards the use of ICT in Kagarko Local Government Area of Kaduna State.

Sample

The sample was drawn from some selected primary schools in the study area. For the sample size, the researcher used simple random sampling method to obtain the unbiased as each member of the sample size was given equal chances of being selected.

Five (5) primary schools will be selected randomly out of the several primary schools in Kagarko Local Government Area of Kaduna State to be used for this research work. In each of these five (5) selected schools, the social studies teachers constitute the sample of the study making 50 sample size and 10 from each schools. The five (5) schools include:

1. LEA Primary School Sabon Gari Katugal Kagarko Local Government Area of Kaduna State.
2. LEA Primary School Kushamfa Kagarko Local Government Area of Kaduna State.
3. LEA Primary School Kubacha, Kagarko Local Government Area of Kaduna State.
4. Model Primary School Kagarko Local Government Area of Kaduna State.
5. UBE Primary School Kenyi, Kagarko Local Government Area of Kaduna State.

Sampling Technique

The sampling technique employed for this study was simple random sampling technique. The simple random sampling techniques refer to the techniques or procedure which gives equal chance for each element to be selected. Awotunde, Ogunduluwa and Ozoji (2002) asserted that after obtaining accurate sampling frame and numbering the units it contains serially, a simple random sample can be drawn using the lottery or random number. Simple random sampling technique is used in conduction of this research involving 50 teacher from the 5 selected schools above in Kagarko Local Government Area of Kaduna state. This technique is selected because it has less probability of one-sidedness as well as the fact that it would really help in addressing the subject matter under consideration, this is why random schools were selected and the composition of teachers and students cut across both the male and female sexes.

Instrument for Data Collection

The instrument for data collection was structured questionnaire called Likert scale type with four (4) response format. It also has four (4) columns as options which the respondents feel can best suit their responses. The questionnaire was divided into sections, A and B. Section A consists of personal data of the respondents, name, years of experience, sex, highest qualification and status. Section B consists of 10 statements which the respondents are expected to indicate their level of agreement and disagreement. Options are Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity and Reliability of Instrument

Validity

Bond (2013) opined that validity is "the extent to which a test measures what it claims to measure." By implication, an instrument can only be said to be valid if it meets the condition for which was developed (to facilitate the attainment of the purposes or goals). The validity of an instrument is what determines its appositeness (appropriateness and pertinence) in a given circumstance. The research questionnaire will be set by the researcher and validated by the researcher's supervisor and other experts in the department. Therefore, suggestions given will thoroughly be followed before the final draft. In essence, if a research instrument adequately addresses the issues which the research work is concerned with, it will be said to be valid. The instrument be used for this will be subjected to face validity in order to strengthen their valence. The measures taken to obtain this valence include: subjecting the instrument together with the purpose, research supervisor and live other experts from department of educational foundations and special education and rehabilitation science.

Reliability

Freankel (2013) disclose that reliability of an instrument refers to "consistency of measurement which is expressed as a correlation coefficient." She added that it refers to "the extent to which a test measures what it claims to measure consistently." In other words, it refers to the continuous accuracy or precision of an instrument in measuring a particular phenomenon from start to finish. To ascertain the reliability consistency, and suitability of the research instrument, similar instrument will be used on similar subjects to ascertain the effect of their stability in response by other researchers. Also, reliability index will be used to estimate the stability of the test items contained in the questionnaire item will be their scores will be subjected to correlation coefficient. Thus, the SPSS reliability statistic will be used to obtain the reliability index at 0.5 indicating high internal consistency.

Procedure for Data Collection

Prior to the permission given to the researcher by the 5 selected schools Head teachers. The researcher intends to collect and gather social studies teacher's information through the administration of questionnaires. The searcher personally visited primary schools selected to carry out this investigation and the administration of questionnaires was done. After the introduction and exchange of pleasantry with the teachers, the researcher enlighten the social studies teachers on what to do with the questionnaire how to fill it after which they return the questionnaire to the researcher the same day. There was reasonable time frame given to the researcher by the school authority to

spend with teachers for the administration of the questionnaires and this greatly helped the respondents in filling the instrument very carefully as they will not be under any rush or pressure.

Method of Data Analysis

It is very important in any research study to analyze and interpret the information collected so as to give a clear view of what has been demonstrated by the researcher as well as to come out with a clear inference for everyone to understand and make reference to. The technique which would be used to analyze the data would be based on the responses of the teachers and students. The simple percentage would be used to determine the rate of responses for each statement in the questionnaire while chi-square would be used to address the hypothesis. The formulas for calculating the simple percentage and chi-square are given number of response below as follows. Percentage (%) = Total number of respondent X 100 and X. The responses/information treated as part of a whole, which is 100 and calculated to arrive at percentage using the formula =P X/N x 100.

Where P = percentage response.
X = Total frequency of each responses.
N = Number of the respondents on the overall sample.
100 = Constant.

Results and Discussion

Results

Research Question 1

What is the attitude of primary school social studies teachers towards the use of ICT in Kagarko Local Government Area of Kaduna State? In other to find answer to this question, the percentage responses of respondents are presented below:

Table 1

S/N	Items	Responses in frequency and percentage			
		SA	A	SD	D
1	I feel comfortable with the idea of using ICT as a tool in teaching and learning.	25(50%)	20(40%)	2(4%)	3(6%)
2	The use of ICT in teaching and learning stresses me out.	2(4%)	2(4%)	23(46%)	18(36)%
3	I don't want to use ICT because it is stressful in teaching and learning.	0(0%)	1(2%)	25(50%)	24(48%)
4.	The idea for using ICT in teaching and learning makes me skeptical.				

5	The use of the ICT as a learning tool excites me.	5(10%)	6(12%)	18(36%)	21(42%)
		25(50%)	25(50%)	0(0%)	0(0%)

Source: filed data 2023.

The data above show that item 1, 25(50%) of the respondents which are the majority strongly agreed with the statement that they feel comfortable with the idea of using ICT as a tool in teaching and learning and 20(40%) strongly agree with the statement while 2(4%) strongly disagree with the statement. Though 3(6%) also disagree with the fact that they don't feel comfortable with the idea of using ICT as a tool in teaching and learning. In item 2 of the same table above, the data revealed that 2(4%) strongly agreed and 2(4%) of the respondents also agree with the statement while 23(46%) of the respondents which are the majority strongly disagreed with the statement. Thus, 18(36%) of the respondent disagreed to the fact that the use of ICT in teaching and learning do not stresses them out respectively. In item 3 of the same table above, the data disclosed that 0(0%) strongly agreed and 1(2%) of the respondents also agree with the statement while 25(50%) of the respondents which are the majority strongly disagreed with the statement. Thus, 24(48%) of the respondent disagreed and disbelieve that they don't want to use ICT because it is stressful in teaching and learning. In fact they are of the view that used of ICT make teaching and learning easy and without much stress.

In item 4 of the same table above, the data depicted that 5(10%) of the respondents strongly agreed and 6(12%) of the respondents also agree with the statement that the idea for using ICT in teaching and learning makes me skeptical. while 18(36%) of the respondents strongly disagreed with the statement. Thus, 21(42%) of the respondents which are the majority disagreed to the fact that the idea for using ICT in teaching and learning makes them is not skeptical but real and the went further to say that it is real and make teaching and learning easy. In item 5 of the same table above, the data disclosed that 25(50%) strongly agreed and also 25(25%) of the respondents also agree with the statement that the use of the ICT as a learning tool excites them while 0(0%) of the respondents strongly disagreed with the statement and also 0(0%) of the respondent disagreed with the statement respectively.

Research Question 2

What is the level of social studies teacher's knowledge in the use of ICT in Kagarko Local Government Area of Kaduna State?

Table 2 Responses of respondents on the level of social studies teacher's knowledge in the use of ICT in Kagarko Local Government Area of Kaduna State**.**

S/N	Items	Responses in frequency and percentage			
		SA	A	SD	D
6	I don't have any knowledge about the use of ICT in teaching and learning.	6(12%)	11(22%)	21(42%)	12(24%)
7	Teacher's knowledge in the use of ICT will change the way students learn in my class.	45(90%)	5(10%)	0(0%)	0(0)%
8	My cognate knowledge in the use of ICT will change the way I teach.	39(78%)	11(22%)	0(0%)	0(0%)
9.	ICT is not conducive to primary school learning because it is not easy to use.	0(0%)	0(0%)	49(98%)	1(2%)
10	ICT helps primary school pupils to understand concepts in more effective ways.	45(90%)	5(10%)	0(0%)	0(0%)

Source: filed data 2023.

The data above show that item 6, 6(12%) of the respondents strongly agreed with the statement that they don't have any knowledge about the use of ICT in teaching and learning and 11(22%) agree with the statement while 21(42%) which are the majority of the respondents strongly disagree with the statement and 12(24%) also disagree with the fact that they have knowledge about the use of ICT in teaching and learning. In item 7 of the same table above, the data revealed that 45(90%) of the respondents which are the majority strongly agreed with the fact that social studies teacher's knowledge in the use of ICT will change the way students learn in my class and 5(10%) of the respondents also agree with the statement while none of the respondents strongly disagree or disagree with the statement respectively.

In item 8 of the same table above, the data disclosed that 39(78%) of the respondents which are the majority strongly agreed and 11(24%) of the respondents also agree with the statement while none of the respondents strongly disagree or disagree with the statement respectively. In item 9 of the same table above, the data depicted that none of the respondents strongly disagree or disagree with the statement. Thus, 49(98%) of the respondents which are the majority strongly disagreed to the fact that ICT is conducive to primary school learning because it is not easy to use and 1(2%) also agree with the statement respectively. In item 10 of the same table above, the data revealed that 45(90%) of the respondents which are the majority strongly agreed with the fact that ICT helps primary school pupils to understand concepts in more effective ways and 5(10%) of the respondents also agree with the statement while none of the respondents strongly disagree or disagree with the statement respectively.

Discussion

This study revealed that ICT facilities such as computer, projector, electronic notice board, internet filmstrips were not available in primary schools. This could be as a result of inadequate funding of the school by the government. This finding has grave consequences on the resourcefulness of the teachers. Even if these teachers are willing to learn and use ICT, the non-availability of the facilities will hinder them. The findings of the study are in line with that Fakeye (2010) and Oyejola (2007) that most schools in Nigeria are ill equipped for the application of ICT. The study also revealed that teachers and student/pupils were to a little extent exposed to the use of ICT. This is a pointer to the low level of application in the teaching learning in primary schools. The implication in that most of the teachers are still found of the old method of chalk and talk, the practice which will make them lag behind in the world of ICT. This Fakeye (2010), attributed to non-availability of ICT Facilities greatly hinders access and inadequate of teachers on the use and application of the computer.

It was also disclosed that the perceived benefits of using ICT in schools include making teaching learning, interesting, helping the distance-learning programme; help teachers, to be up to date, and enhancing quality of work by both teachers and students/pupils. This finding might not be unconnected with the fact that the teachers know the importance inherent in the use of ICT in the teaching learning. This finding coronation of ICT make institutions more efficient and productive, enhance and facilitate, pedagogical activities, similarly Ayem (2007) posited that the fact that ICT is accurate, facts and reliable and has the capacity to store and disseminate large information within the shortest periods, makes it a veritable and indispensable instrument for distance education programme.

The study revealed that irregular power supply is major challenge facing the application of ICT in primary School in the country. The epileptic power supply is a national phenomenon that has a detrimental effect on all sectors of the economy. This can also be attributed to low level of funding in the school system. If schools one well-funded, the management of the school can always make provision for alternative power supply in the schools. This finding support Yusuf (2005) and Ofodu (2007) who submitted that irregular power supply in the country is a major obstacle to the usage of ICT in all spheres of the economy. The study showed that most primary schools in the sampled areas lack computer literate teachers. The lack of computer literate might not be unconnected with the no-inclusion of ICT in teacher training programmes in school curriculum at all levels of education in Nigeria. Though the primary schools teachers demonstrated favourable attitudes towards the use of ICT in teaching and learning. This finding is in support of Kwacha (2007), Dabesaki (2005) and Oyebanji (2003) who submitted that lack of skilled workers to manager available system and

facilities for ICT hinders its use in schools. Kwacha (2007) remarked the most institutions lack computer literate teachers and ICT experts that would support and manage the internet connectively and or application of computing in the teaching-learning process. Other problems facing the application of ICT in primary schools include inadequate facilities, high cost, reluctance to adopt to use of ICT in teacher learning. This finding also corroborates that of Akubuilo (2007).

SUMMARY OF MAJOR FINDINGS

After a critical analysis, it was found that: Computer software are inadequate in most primary schools, ICT Technical support is very inadequate in primary school, video equipment and data projector are not available in almost all the primary schools, insufficient knowledge and appropriate software are lacking in primary schools in Kagarko Local Government Area of Kaduna State. Only few primary school social studies teachers in the selected primary schools in Kagarko Local Government Area of Kaduna State have a laptop, some do not have the competencies required to operate a computer and some schools do not make provision for ICT use in teaching and learning in primary schools. Therefore, social studies teachers ought to have the courage to try new skills without apprehension, so that they can be able to act as agents of change to fulfil the new objectives of teaching in the age of technology. By providing information on new technological developments and opportunity of application periodically to teachers can make them develop more positive attitudes towards the use of ICT in teaching and learning and thus increase the quality of education through more active and effective use of technologies concerning education and training.

Social studies teachers can be supplied with a variety of technological tools and computer especially that they can get benefit in times of school and out of school with the condition of taking them back in each term. In this context, the teachers can follow technology and develop their attitudes towards technology; and in parallel, the removal of at least one of the obstacles in the use of technology and education may be provided.

Conclusion

The findings of this study have shown that primary schools in Kagarko Local Government Area of Kaduna State are lagging behind in the level of application of ICT in the teaching and learning process. The ICT facilities are lacking in primary schools the capacity for using ICT by teachers is very low. Despite the perceived benefits in the use of ICT in schools, there are a lot of factors inhibiting the successful application of ICT in primary schools. In order to fit into the new scientific order, it is necessary for Nigerian institutions and individuals alike to develop positive attitudes

in society and culture that places a high value or information and communication technology.

Recommendations

The following recommendations are therefore made:

1. The government should increase funding for the entire educational sector with emphasis on ICT, this will help improve the level of ICT facilities in the schools.
2. There should also be continuous and periodic training of social studies teachers on computer and ICT Skills acquisition, This will help provide them with practical and functional knowledge of the computer, the internet and associated areas of ICT with the hope of integrating, it with instructional methods of teaching and learning of social studies.
3. ICT skill standards for social studies teachers should be set up which offered strategies for planning training needs and staff development programs in order to equip them with essential skills important in adoption and use of ICT tools in classroom.
4. Government and other stakeholders should mobilize resources for equipping schools with ICT infrastructure. There should be recognition that considerable learning could take plate while teaching and even by learning from students. Therefore schools should acquire up to date ICT infrastructure that teachers and students could train and learn on. Teachers could be encouraged to learn from ICT infrastructure if they have an access to them. This would create interest and therefore encourage its implementation in school.

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