

Assessment of Social Studies Lecturers' Competencies in The Application of Internet for Professional Development in Colleges of Education, Northwest, Nigeria

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Introduction

Assessment of Social Studies lecturers 'competencies in the application of Internet for professional development in colleges of education, North-west, Nigeria is spurred by the need to improve on the physical, social, political, cultural, scientific and technological environment. Social Studies' is relatively a new subject in Nigerian schools. Though it has been in existence since 1905 in America; the subject gained official recognition in the report of the committee on Social Studies submitted to the Commission on the Re-organization of schools on the National Education Association of the United States. In 1916, the earliest definition of social studies emerged. It was defined in terms of its relations to the organization and development of human society and to man as a member of Social Groups (Cross 1958).

The internet is one of the best, fastest and up-to-date source of conveying information be it in a real life picture form or in text (written) form. According to Vera and David, (2017) Social studies teachers can make use of the internet to search for the most recent information from all over the world and even make students search for information themselves from the internet when available at their schools. This will help enrich the teacher's knowledge as well as the students' knowledge of the most recent changes and activities of not only their environments and country but also the world at large.

The tremendous growth in telecommunication has brought online services, specialized electronic networks, WebPages, E-mail, software and global information resources to our homes as well as to schools (Rose & Fernlund, 1997). Acikalin and Duru (2005) opine that the Internet provides an environment in which millions of people participate and engage in the creation and exchange of information. Internet use has become very popular in many areas as well as in education in recent years.

According to a national survey conducted in the United States, over 90% of schools now have some sort of access to the Internet, someplace in their building Becker, (1999). On the other hand, "when it is compared with other developed countries, the educational use of the Internet in Turkey is still in the infancy period Usun, (2003). Yet, it seems that there are more efforts to integrate the Internet into the Turkish higher educational context than the primary and secondary education Usun, (2003). In teaching Social Studies, instructional resources can be used for the effective and are the best suitable and effective for school children base on their age and stage developmental Vera and David, (2017). Thus, materials such as pictures, charts, tools, drawings, maps, physical features, models, posters, newspapers, textbooks, photographs, audio-visual materials, globe, and many others will be appropriate for their age, content for learning and the objectives of teaching the content.

Since computer and Internet integration in the Turkish educational system are at the beginning stages, it might be a possible reason that the research studies in Turkey mostly have focused on the level of the

internet use among teachers, students, and school administrators and their attitudes toward computer integration into education rather than focused on the effectiveness of computer technologies in learning and teaching process (Acikalin and Duru, (2005).

Usun (2004) examines the attitudes of undergraduate students toward the use of computers in education. Also, Isman (2004) found that high percentages of students have positive attitudes towards computers. Thus, it seems that Turkish students from different grade levels have positive attitudes toward computer integration into education (Acikalin and Duru, 2005). On the other hand, another study, examined the level of information technology use and the level of reading comprehension, produces positive results about the effectiveness of the Internet (Akpinar, 2002).

According to Asan (2003), lack of proficiency seems to be one of the most important barriers for common and effective use of the technologies in educational process. On the other hand, as stated above, the availability of computer and Internet connection is very high in American schools. Thus, it is expected that all teachers including social studies teachers might be able to integrate Internet based instructional studies into their teaching (Acikalin and Duru, 2005). However, a study conducted in the state of Missouri among middle school social studies teachers indicated that only half of the participants used the Internet in the classroom (Pye& Sullivan, 2001).

Objectives of the Study

The general aim of the study is to assess social studies lecturers' competencies in the application of Internet for professional development in Colleges of Education, North-West, Nigeria.

The specific objectives are to:

- i. Assess the availability of computer and others requirement for internet in Colleges of Education, North-West, Nigeria
- ii. Examine Social Studies lecturers' level of using Internet for Professional development base on college types in Colleges of Education, North-West, Nigeria.

Research Questions

The following are the research questions for the study:

- i. What is the level of availability of computer and other internet facilities in College of Education, North-West, Nigeria?
- ii. To what extent do Social Studies lecturers` levels of using Internet help professional development based on college types in Colleges of Education, North-West Nigeria?

Research Hypothesis

- i. There is no significant difference in the Social Studies lecturers' level of using Internet and professional development based on college types in Colleges of Education, North-West, Nigeria.

Research Methodology

The research design for this research employed survey method. This research adopts survey design to enable the researchers to get first-hand observation of variables in the study. According to Sekaran (2003) a research design is set up to decide on among other issues, how to collect further data, analyze and interpret them, and finally, to provide an answer to the problem. All ten (10) colleges of education was selected. The researchers provided questionnaire for lecturers of all state and federal colleges of education in the North West Geo-Political Zone. This was to determine the equivalent and variability in their competencies in using internet in teaching Social Studies. This was done through using Social Studies competency in Internet questionnaire and checklist.

The study has a total number of 242 full-time lecturers. Federal Colleges of Education has the total number of 85 full-time lecturers while State Colleges of Education has the total number of 157 full-time lecturers which gave us total of 242 full time lecturers for both Federal and State Colleges of Education in the North west Nigeria.

The study adopted census sampling technique and used all the Social Studies lecturers of ten (10) colleges of education in North West. This allowed the researcher to use two hundred and forty-two (242) respondents for the study. This gives every member of the population an equal opportunity of being selected or included in the sampled respondents without bias. The adoption of census sampling techniques in this study is supported by the submission of Maiwada (2015) that when the population of the study is not large and they possess most of the characteristics in common will little or no difference and the study the research can comfortably met or use the population as sample, the census or all population should use as the sample of the study.

The instruments used for collecting data for this study are checklist and questionnaire titled "Social Studies Lecturers Competency in Internet Application Questionnaire" (SSLCIAQ). It contained 8 items, it consists of two sections. Section A: personal information and section B: Social Studies Lecturers' Competency in using Internet. and checklist consist of 20 items

The data for this study were collected through the use of checklist and questionnaire administered on the lecturers with the aid of ten (10) trained research assistants one from each of the ten colleges of education used for the study who were instructed on the procedure for both administration and retrieval of the instruments by the researchers, permission was obtained from the HODs of Colleges. The research assistants helped to administer the instruments by direct delivery technique and back the administered instruments from respondents. The administration of the questionnaire was on the spots administration to avoid external influence. Two weeks was used for both administration and collection of the instrument. Through the assistance of all Head of Departments of ten (10) Colleges of Education.

The data analysis was carried out through the use of mean and standard deviation to answer the research questions while t-test was used to analyze hypothesis using the statistical packa

ge for Social Science (SPSS) version 20 at the confidence level 0.05. data collected for this study was analyzed using both descriptive and inferential statistics, descriptive statistics of mean and standard deviation was used for answering all the research questions and ANOVA Hypothesis, this is supported with submissions of Muhammad (2017) which says ANOVA it is a statistical method used to test difference between two or more means. Should be use and for creates a way to test several hypotheses at the same time, t-test Independent sample should be used to determines whether the sample mean (mean options of respondents) is statistically different from a theoretical mean of reference value (Ayuba, 2004).

This study is to assess Social Studies Lecturers' competencies in the use of Internet for professional development in Colleges of Education, North-West, Nigeria. The researchers distributed Two hundred and forty-two (242) Questionnaires to lecturers of Social Studies in all Colleges of Education in the North West, Nigeria but only Two hundred and thirteen (213) which is 88% Questionnaires were collected from all colleges of Education in the North West, Nigeria. Twenty-nine (29) which is 12% were missed because of strike of Colleges of Education and some colleges are on break.

Research Question One: What is the level of availability of computer and other internet facilities in College of Education, North-west, Nigeria?

Summary of response on checklist recording availability of computer and other facilities for Teachers professional development

Table 1: Availability of computer resources for professional development in the colleges of education

| Resources Available | | College Type | | | |
|-------------------------------------|-------------|--------------|---------|---------|---------|
| | | State | | Federal | |
| | | Count | Row N % | Count | Row N % |
| Computer | Available | 93 | 51.4% | 88 | 48.6% |
| | Unavailable | 18 | 56.2% | 14 | 43.8% |
| Scanner | Available | 66 | 46.8% | 75 | 53.2% |
| | Unavailable | 45 | 62.5% | 27 | 37.5% |
| Storage Disk | Available | 71 | 49.0% | 74 | 51.0% |
| | Unavailable | 40 | 58.8% | 28 | 41.2% |
| Internet facilities | Available | 75 | 48.4% | 80 | 51.6% |
| | Unavailable | 35 | 61.4% | 22 | 38.6% |
| Steady electric light | Available | 70 | 46.1% | 82 | 53.9% |
| | Unavailable | 41 | 67.2% | 20 | 32.8% |
| Modem | Available | 68 | 51.5% | 64 | 48.5% |
| | Unavailable | 41 | 51.9% | 38 | 48.1% |
| Browser phone | Available | 80 | 48.8% | 84 | 51.2% |
| | Unavailable | 31 | 63.3% | 18 | 36.7% |
| e-mail | Available | 104 | 52.0% | 96 | 48.0% |
| | Unavailable | 7 | 53.8% | 6 | 46.2% |
| Inverter | Available | 64 | 55.2% | 52 | 44.8% |
| | Unavailable | 46 | 47.9% | 50 | 52.1% |
| Wired Area Network (WAN) i.e. Wifi | Available | 63 | 52.1% | 58 | 47.9% |
| | Unavailable | 47 | 51.6% | 44 | 48.4% |
| Power Generator | Available | 80 | 50.0% | 80 | 50.0% |
| | Unavailable | 30 | 57.7% | 22 | 42.3% |
| Facsimile transmission system (Fax) | Available | 43 | 58.1% | 31 | 41.9% |
| | Unavailable | 67 | 48.6% | 71 | 51.4% |
| World wide web (www) | Available | 79 | 50.0% | 79 | 50.0% |
| | Unavailable | 31 | 57.4% | 23 | 42.6% |
| E-Book | Available | 67 | 55.4% | 54 | 44.6% |
| | Unavailable | 43 | 47.3% | 48 | 52.7% |
| E-Journal | Available | 56 | 52.3% | 51 | 47.7% |
| | Unavailable | 54 | 51.9% | 50 | 48.1% |
| Portal | Available | 91 | 52.9% | 81 | 47.1% |
| | Unavailable | 19 | 47.5% | 21 | 52.5% |
| Server | Available | 86 | 53.8% | 74 | 46.2% |
| | Unavailable | 24 | 46.2% | 28 | 53.8% |
| E-computation of result | Available | 69 | 52.3% | 63 | 47.7% |

| | | | | | |
|----------------------------------|-------------|----|-------|----|-------|
| Online database | Unavailable | 41 | 51.2% | 39 | 48.8% |
| | Available | 77 | 54.6% | 64 | 45.4% |
| VSAT based internet connectivity | Unavailable | 33 | 47.1% | 37 | 52.9% |
| | Available | 56 | 58.9% | 39 | 41.1% |
| | Unavailable | 54 | 46.2% | 63 | 53.8% |

Table 1 is the summary of available resources as indicated by lecturers of Federal and State Colleges of Education in North-West, Nigeria. One hundred and four (104 or 52%) of the lecturers from Federal Colleges indicated that they have access to email, while 96(48%) of the lecturers from state colleges indicated that they have access to email. Only 7 (53%) and 6 (46.2%) indicated that email is not available in their colleges, 93 (51.4%) of the lecturers from the State Colleges of Education indicated that they have access to computer while 88 (48.6%) of the lecturers from the Federal Colleges of Education indicated that they have access to computer. Only 18(56.2%) and 14(56.2%) indicated that computers are not available in their Colleges. 91(52.9%) Of the lecturers from the State Colleges indicated that they have access to portal while 81(47.1%) lecturers from the state Colleges of Education indicated that they have access to portal, only 19(47.5%) and 21(52.5%) indicated that they don't have access to portal.

80(48.8%) of the lecturers from the state Colleges of Education indicated that they have to phone browsers while 84(51.2%) lecturers from the Federal Colleges of Education indicated that they have access to phone browsers only 31(63.3%) 18 (36.7) indicated that they don't have access to phone browsers.

Also 67(48.6%) lecturers from the State Colleges of Education indicated that they don't have access to Facsimile Transmission System (Fax) while 71(51.4%) lecturers from the Federal Colleges of Education they don't have access to Facsimile Transmission System (Fax) only 43(58.1%) and 31(41.9%) only have access to Facsimile Transmission System (Fax).

47 (51.6%) from state colleges of education and 44 (48.4%) indicated that they don't have access to wired Area Network (WAN) i.e Wi-Fi which 63 (52.1%) and 58 (47.9%) have indicated that they have access to wired Area Network (WAN) i.e Wi-Fi from both state and federal colleges.

46 (47.1%) from state colleges of education and 50 (52.1%) indicated that they don't have access to inverter only 64 (55.2%) and 52 (44.8%) indicated that they have access to inverter from both state and federal colleges.

54 (51.9%) from state colleges and 50 (48.1%) from federal colleges of education indicated that they don't have access to e-journal only 51 (47.7%) lecturers and 56 (52.3%) lecturers from both federal and state colleges of education have access to e-journal

Research Question two: To what extent do Social Studies lecturers' levels of using Internet help professional development base on college types in colleges of education, north-west Nigeria?

This research question was analyzed using simple descriptive statistics of means and standard deviation. The result of the analysis is presented in Table 2.

Table 2:

| College Type | N | Mean | SD | SE | 95% Confidence Interval for Mean | |
|--------------|-----|---------|---------|--------|----------------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| State | 110 | 33.4909 | 8.52815 | .81313 | 31.8793 | 35.1025 |

| | | | | | | |
|--------------|------------|----------------|----------------|---------------|----------------|----------------|
| Federal | 100 | 31.2300 | 9.86766 | .98677 | 29.2720 | 33.1880 |
| Total | 210 | 32.4143 | 9.23768 | .63746 | 31.1576 | 33.6710 |

Table 12 presents Means and Standard Deviation on Social Studies lecturers' use Internet and professional development in the colleges of education, North west Nigeria. The means and standard deviations for all the ages ranges from 31.2300 to 33.4909 and 8.52815 to 9.86766 respectively. This shows that the mean opinion level of all the respondents in the use of Internet and professional development in the colleges of education, is closely related.

Research Hypothesis

There is no significant difference in to Social Studies lecturers' use of internet and professional development base on college types in colleges of education, North-West, Nigeria.

This null hypothesis was analyzed using inferential statistics of one-way analysis of variance. The result of the analysis is presented in Table 3

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------|-------------------------|-----|-------------|----------|------|
| Corrected Model | .515 ^a | 1 | .515 | .013 | .908 |
| Intercept | 41671.556 | 1 | 41671.556 | 1088.338 | .000 |
| College type | .515 | 1 | .515 | .013 | .908 |
| Error | 7274.939 | 190 | 38.289 | | |
| Total | 48959.000 | 192 | | | |
| Corrected Total | 7275.453 | 191 | | | |

Discussion of finding: there is no significant difference between Social Studies lecturers' level of using internet for professional development base on college type

The null hypothesis revealed that there is no significant difference between Social Studies lectures' level of using internet for professional development base on college types in colleges of Education, North-West, Nigeria. This supported by $F(1,190) = 0.013$, $P = 0.908$. Therefore, the null hypothesis which started no significant was retained. Internet is not only heavily influenced by means of communication content between teacher and student, but also by types of communication media and instruments/tools used in the education process. The ways, i.e the means used to share ideas and information as well as knowledge constantly change and develop. Also, birth of new, different media has significantly widened the reach of our communication. Internet technology and use of diverse portable computer devices, such as laptops, tablets and also smart-phones, enable so called participatory culture, where information consumers become also information creators. Communication, cooperation and interaction are the basis of modern education. Moreover, the wide spread of internet as well as the development of the internet-based technology (web 2-0 technology), have significantly influenced both the learning process and the role of the teacher and the students in the learning process they have brought new forms of communication which help individuals create information accessible to a global audience, motivated the development of new teaching methods and lesson plans and programmes and thereby transformed education at large.

This implies that the educational qualifications of lectures play a significant role in the availability of internet service being used by the lectures based on their knowledge and skills about internet service. This also shows that the more educated lectures are, they have higher perception than the less educated ones regarding the availability of internet service. This in agreement with Akintola (2012) who supported that educational qualification can assist social studies lecturers to identify some available

internet services from different websites. According to him, internet chats as internet service allows communication and instant response between two persons. It could be typing the message or by speaking over the net. Chatting can therefore take place between social studies lecturers and the students through voice message. This is possible through computers that have microphone; students can as well ask questions and get quick response from the lecturers. Also, in the views of Ajayi and Ekundayo (2009) who found out that the use of internet service has changed the way people live, work and learn. The utilization of internet services in education is one of the main challenges for

Recommendations

Based on the finding of the study, the following recommendations were made that:

Colleges of Education in the Northwest, Nigeria should encourage Social Studies lecturers to attain more training on updating the constituencies Internet so as to be up to date in the application of Internet for their professional development irrespective of their years of experience.

Colleges of Education should organize workshop, seminar, conferences and induction training to lecturers with lower qualification on the usage of Internet so as to make/increase their competency in the application of Internet for professional development.

Colleges of Education should employ more Social Studies specialist lecturers so as to properly apply Internet for professional development, education policy makers should discourage use of Traditional methods in colleges of education so as to meet to the needs of today's learners, new technologies through internet service provide opportunities including the ability to foster learning to individual needs. Ellsworth (2011) was of the view that the amount of environmental and social information processed in any social studies course, taking into consideration the needs of all lectures, at all times, and is enormous and at its best, the processing of this information must be fast and accurate. This is where the relevance of the internet services becomes apparent and crucial. Internet services is essentially a device for storing and retrieval of large amounts of information and for handling this information in specified ways in extremely short period of time. In the study conducted by Edinyang (2001) that information that source from internet is like motivation when apply to the teaching and learning of social studies education. Motivation according to Sandrock (2004) involved the processes that energize, direct and sustain behavior, from the above, it can be deduced that information source from the internet is a great and necessary facilitator in the teaching and learning of social studies education. It helps to improve and sustain learner's motivation to achievement.

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