Attitude Of Social Studies Teachers Towards The Utilization Of Computers Classroom Instruction In Kogi State: The Role Of School Location And Gender

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Submission Track:	ABSTRACT
	The study examined the Attitude of Social Studies Teachers towards the Utilization of Computers Classroom Instruction in Kogi State: The role of School location and gender was considered. A total of 280 schools out of 290 schools constitute the study. The study adopted a survey design to elicit information with a target population comprising 427 Social Studies teachers in Kogi State. Random sampling technique was used to select a sample size of 427(224 male and 203 female Social Studies teachers from secondary schools offering Social Studies) in Kogi state. Two research questions were raised and two null hypotheses was formulated and tested. The instrument for data collection was Teachers Computer Attitude and Utilization Scale (TCAUSQ) made up of 22 items and was validated. The reliability index of 0.78 was obtained. Mean and standard deviation was used to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. The study revealed that Male Social Studies teachers have higher negative attitude towards the use of computer than their female counterparts. However, no significant difference was established between male and female Social Studies teachers on the use of computer. It was recommended among others that there should be periodic state government sponsored in-service training for teachers towards the use of computer as a tool for instruction in the teaching and learning of Social Studies, collaborative action and participation of government and non-governmental organization towards enhancing teacher's attitude towards computer usage and all secondary schools Social Studies department in Nigeria, most especially in Kogi State should be furnished with computers, computer laboratories and sustainable electric power supply to enhance the use of computer as an instructional tool in Nigerian schools. ***Keywords:** Assessment; Social Studies; Utilization; Computers; Instructions*

INTRODUCTION

In Nigeria, research evidence shows that Social Studies has a special task to perform in transforming Nigeria into a modern state through nurturing to create awareness of and sensitivity to man's environment. Transforming Nigeria into a modern society can only be achieve through inculcation of positive attitudes towards the utilization of computers by the instructors (teachers). Attitude can be simply define as the way a person thinks, feels and react to objects and situations. Khaled (2013) asserted that attitude is the sum total of a person's felling and disposition towards people, objects, events and situations. However, attitude may be positive or negative. Abiodun (2018) stated that an individual who developed positive attitudes towards an events or situation tend to exhibit good and fantastic outcomes meanwhile an individual with negative attitude towards an event or situation always resulting in bad and poor outcomes. Shaibu (2020) affirmed it that man attitude has a greater influence on its productivity. Studies have reveals the teaching and learning of Social Studies at various times necessitated the use of different instructional based approach such as lecture method, demonstration method, inquiry/discovery method, discussion method, field trip method, seminar and cooperative methods and active learning in Social Studies which involves providing opportunities for students to participate meaningfully in talking, listening, writing, reading and reflecting on the content, ideas, issues and concerns of an academic subject. (Bozimo, 2002; Shaibu, 2020).

Nigeria as a sovereign nation recognized the potential benefits of computer as an instructional tool in advancing classroom instruction in Nigerian schools. This is evidence in its educational system reform policies aimed at integrating instructional tool in advancing classroom instruction. For example, both the federal and state governments in Nigeria have severally called for increased teacher training in computer technology in order to provide their students with the needed tools required in meeting the challenges of academic activities (Shaibu, 2020). Therefore, the need to adopt appropriate strategies with the use of computer as an instructional tool to promote teachers' efficiency and attainment of teaching and learning of Social Studies become a necessity. Ademu (2008) see computer as electronic equipment that can be used for receiving, storing and retrieving information. This implies that computer is a labour saving device. Elsewhere, Ema & Ajayi (2006) describe computer as an electronic machine capable of accepting data, process and analyze same to generate information in a specified format for immediate use or stored to be used later on. Ekpo (2001) in Shaibu (2020) reported teaching in the information, communication and technology age requires new teachers'

roles. The new roles of teachers according to Ekpo, include managers and leaders of instruction. Teo (2006) argue that, the success of students learning with computer technology depends largely on the attitudes of their teachers and willingness to embrace the use of technology. Khine (2005) notes that people can be conflicted or ambivalent toward an object which means that they simultaneously possess both positive and negative attitudes toward the item in question. Therefore, attitude affects people in what they do and in fact reflects what they are, and hence a determining factor of people's behavior.

Studies have also reveals that school locations are factors that have significantly influenced teachers' attitude towards computer usage Ekpo, (2004) and Shaibu, (2020) For instance, Fatola (2005) in Shaibu (2020) carried out a study on the effect of environment on the academic performance of students in Mathematics in Kwara State College of Education, Ilorin. The finding revealed that significant difference existed in the academic achievement of rural and urban students. Fatola's study examined effect of environment on academic achievement of rural and urban students. It has been also observe by the scholars that gender also has significant effect on the performance of an individual in a given task. Adewumi & Adeoye (2023) report that gender has remained an important variables which is significant to the field of education because it has been linked with the performance/outcomes. Gender refers to the classification of man on the basis of their sex due to the roles they perform in the society. Most studies revealed that average female do better than male, Yuniskuru, Noviyanti, Mukti, Mahanal, & Zubaidah, (2019).reported that female is better at spelling and perform better on tests literacy writing and general knowledge in education. The present investigation therefore was to establish whether school location and gender has any influence on the attitude of Social Studies teacher toward the utilization of computers in advancing classroom instruction especially when the sample is drawn from Kogi State Nigeria. Thus the finding of this present study will provide both empirical and theoretical basis to fill the existing gaps and add to the existing literature in the study area to solve the problem of paucity in data in the study area

The following research questions guided the study:

(1) What is the attitude of Social Studies teachers in Kogi State towards computer usage for instruction in Social Studies based on gender in urban and rural secondary schools in Kogi state?

(2) How does the mean attitude responses of rural Social Studies teachers towards the use of computers in secondary schools differ from those in urban schools?

Hypothesis

The following null hypothesis was tested at 0.05 alpha level.

H01   There is no significant difference in the mean response in the attitude of Social Studies teachers on the use of computers for instruction in urban and rural secondary schools in Kogi state.

H02   There is no significant difference in the mean response in the attitude of Social Studies teachers on computer usage based on gender in urban and rural secondary schools in Kogi state.

Methodology

The study adopted a survey design to elicit information with a target population comprising 427 Social Studies teachers in Kogi State. Random sampling technique was used to select a sample size of 427(224 male Social Studies teachers and 203 female Social Studies teachers from secondary schools offering Social Studies) in Kogi state. Reason for random sampling was that some schools have a relatively small number of Social Studies teachers; hence all Social Studies teachers in such schools were used as sample. Besides, the sample size of 427 represents 93.4 % of the study population of 457. Two research questions was and answered and one null hypothesis was formulated and tested. The instrument for data collection was self-structured questionnaire instrument titled Teachers Computer Attitude and Utilization Scale Questionnaire (TCAUSQ) made up of 22 items. TCAUSQ is a response format that comprised 22 items which required Social Studies teachers to express their degree of agreement with each statement on a five-point Likert scale i.e. (SA=Strongly Agree = 5 points; A= Agreed = 4 points; Undecided= 3 points, D= Disagreed = 2 points, and S= Strongly Disagreed = 1 point). Scores involves allotting 5, 4, 3, 2, 1 for the responses SA, A, U, D, SD respectively for items designated as positive (+) and allotting 1, 2, 3, 4, 5 for the responses SD, D, U, A, SA respectively for items designated as negative (-). Some of the questionnaire items were adapted with some modification from (Selwyn,1997) Research indicates that many researchers and teachers from developed and developing countries have found the use of CAS in their researches very appropriate hence its adaptation in the present research (Sexton, King, Aldridge & Goodstadt-Kiloran, 1999; Teo, 2008). The instrument was subjected to the scrutiny of experts in the field of curriculum and Social Studies Education from the Prince Abubakar Audu University, Anyigba, Kogi State, Nigeria. The researchers visited all the schools selected for the study and administered copies of the questionnaire. For the purpose of data analysis Mean

and Standard deviation and t-test statistics were used. Mean and Standard deviation were used to analyze to answer the research questions while t-test was used to test the hypothesis at 0.5 level of significance, since the study compared the mean difference of the respondents.

In taking decision, rating from TCAUSQ was interpreted as follows:

a. 1.00 – 2.49 Positive Attitude (PA)

b. 2.50 – 3.00 Undecided (U)

c. 3.10 – 5.00 Negative Attitude (NA)

This decision was arrived at considering the fact that the instrument is a 5-point scale. Thus 5+4+3+2+1 = 15. Average is therefore 3.0 (15/5) which represents the undecided person. Considering the lower and upper boundaries for the 3 levels of decision taking of all the responses in the instrument, this decision is arrived at. Based on the way the items are structured in the instrument, that is, negatively toned; high mean therefore stands for negative attitude while low mean stands for positive attitude. The interpretation for TCAUSQ was such that low mean (1.00 – 2.49) stands for positive attitude since most items were in negative form while high mean (3.10 – 5.00) is taken as negative attitude.

RESULTS & DISCUSSION

Result

Attitude of Social Studies teachers towards computer usage

Table 1 reveals the mean attitude scores for male and female Social Studies teachers. Male teachers have negative attitude to items 1, 2, 3 4, 5, 6, 7, 9, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21 and 22 while they were all undecided to items 8 and 13. It is only on item 15 that they differ, while female teachers had negative attitude, male teachers were undecided. The grand attitude mean scores (3.27 and 3.52) indicate that Social Studies teachers' attitude towards the use of computer was negative and does not differ on the basis of sex. They however agreed that they are not in complete control when they use computer in the teaching and learning of Social Studies. Table 2 show that they need experienced personnel nearby when they use computer and felt that computer is not useful for teaching. They agreed that they do not need someone to tell them the best way to use computer in the teaching and learning of Social Studies in school. They also agreed they that they would avoid taking teaching jobs in Social Studies if they knew it involved working with computer and would avoid coming in contact with computers in

school. They also agreed that they only use computers at school when told to do so and that they will use computers regularly in school if the opportunity is provided.

The overall mean being 3.28 implies that Social Studies teachers in Kogi State have negative attitude towards the use of computer. Thus they were not positively disposed to computer usage.

Table 1. Summary of Attitude mean ratings and standard deviations of Social Studies teachers towards computer usage

S/NO	Item Description	Male				Female			
		N	Mean	SD	Rmk	N	Mean	SD	Rmk
1	Given the opportunity to use a computer, I, am afraid that, I might damage it	224	4.10	1.19	Negative	203	4.21	1.11	Negative
2	I hesitate to use a computer for fear of making mistakes I can't correct.	224	3.29	1.25	,,	203	3.39	1.24	,,
3	I don't feel apprehensive about using a computer.	224	3.75	1.25	,,	203	3.79	1.23	,,
4	Computers make me feel uncomfortable.	224	3.19	1.53	,,	203	3.42	1.47	,,
5	I do not get bored when using a computer.	224	3.26	1.43	,,	203	3.25	1.35	,,
6	I hesitate to use a computer in case I look stupid.	224	3.38	1.37	,,	203	3.21	1.35	,,
7	Computer does not help me to be creative.	224	3.12	1.39	,,	203	3.03	1.40	,,
8	Computer does not make it possible to work more productively.	224	2.88	1.38	Undecided	203	2.82	1.46	Undecided
9	Computers cant allow me to do more interesting and imaginative work.	224	3.14	1.38	Negative	203	3.03	1.34	Negative
10	Most things that a computer can be used for I can do just as well myself in the teaching and learning of Social Studies.	224	3.82	1.25	,,	203	3.70	1.37	,,
11	Computers cant enhance the presentation of my work to a degree which justifies the extra effort in the teaching and learning of Social Studies in school.	224	3.78	1.40	,,	203	3.7768	1.39	,,
12	I could probably teach myself most of the things I need to know about computers in the teaching and learning.	224	3.86	1.22	,,	203	3.64	1.33	,,
13	I cant make the computer do what I want it do.	224	2.78	1.40	Undecided	203	2.67	1.35	Undecided
14	If I get problems doing the computer, I can usually solve them one way or the other.	224	3.60	1.34	Negative	203	3.57	1.36	Negative
15	I am not in complete control when I use a computer in the teaching and learning	224	2.60	1.39	Undecided	203	2.96	1.39	Undecided
16	I need an experienced person nearby when I use a computer.	224	3.06	1.27	Negative	203	4.02	1.14	Negative
17	I just feel computer is not useful for teaching.	224	3.93	1.21	,,	203	4.00	1.15	,,
18	I do not need someone to tell me the best way to use a computer in the teaching and learning of Social Studies in school.	224	3.45	1.23	,,	203	3.35	1.26	,,
19	I would avoid taking a teaching job in Social Studies if I knew it involved working with computer	224	3.58	1.17	,,	203	3.44	1.31	,,
20	I avoid coming into contact with computers in school.	224	3.65	1.35	,,	203	3.69	1.29	,,
21	I only use computers at school when I am told to do so.	224	3.70	0.74	,,	203	3.69	0.78	,,
22	I will not use computers regularly throughout school.	224	4.71	0.46	,,	203	4.68	0.47	,,
	Grand Mean		**3.27**				**3.52**		**,,**

Attitude of rural and urban Social Studies teachers towards computer usage

Table 2 reveals the mean attitude scores for urban and rural Social Studies teachers. Urban teachers and rural teachers all have negative attitude to items 1, 2, 3 4, 5, 6, 7, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21 and 22 while they were undecided on item 8, 9 and 13. It is only on item15 that they differ. Whereas urban teachers had negative attitude to item 15 rural teachers were undecided. The grand attitude mean scores (3.58 and 3.53) for urban and rural teachers show that they have negative attitude.

Table 2. Summary of Attitude mean ratings and standard deviations of rural and urban Social Studies teachers towards computer usage usage

S/N	Item Descriptions	N	Mean	Urban Remark	SD	N	Rural Mean	SD	Remark
1	Computers does not make me feel uncomfortable.	267	4.23	Negative	0.98	160	4.10	1.26	Negative
2	I do get bored when using a computer.	267	3.49	,,	1.22	160	3.24	1.24	,,
3	I hesitate to use a computer in case I look stupid.	267	3.94	,,	1.22	160	3.64	1.24	,,
4	Computers does help me to be creative.	267	3.45	,,	1.48	160	3.20	1.52	,,
5	Computer does not make it possible to work more productively.	267	3.25	,,	1.36	160	3.26	1.42	,,
6	Computers can't allow me to do more interesting and imaginative work.	267	3.14	,,	1.38	160	3.42	1.34	,,
7	Most things that a computer can be used for I can do just as well myself in the teaching and learning of Social Studies in school.	267	3.16	,,	1.37	160	3.02	1.41	,,
8	Computers can enhance the presentation of my work to a degree which justifies the extra effort in the teaching and learning of Studies in school.	267	2.66	Undecided	1.43	160	3.00	1.40	Undecided
9	I could probably teach myself most of the things I need to know about computers in the teaching and learning of Social in school.	267	2.95	,,	1.32	160	3.18	1.38	,,
10	I cant make the computer do what I want it do.	267	3.84	Negative	1.21	160	3.72	1.38	Negative
11	If I get problems doing the computer, I can usually solve them one way or the other.	267	3.57	,,	1.39	160	3.92	1.38	,,
12	I am not in complete control when I use a computer in the teaching and learning of Social Studies in school.	267	3.86	,,	1.25	160	3.68	1.29	,,
13	I need an experienced person near by when I use a computer.	267	2.67	Undecided	1.40	160	2.76	1.36	Undecided
14	I just feel computer is not useful for teaching.	267	3.50	Negative	1.32	160	3.64	1.36	Negative

S/N	Item Descriptions	N	Mean	Urban Remark	SD	N	Rural Mean	SD	Remark
15	I do not need someone to tell me the best way to use a computer in the teaching and learning of Social Studies in school.	267	3.12	,,	1.37	160	2.93	1.40	Undecided
16	I would avoid taking a teaching job in Social Studies if I knew it involved working with computer	267	3.94	,,	1.18	160	3.97	1.18	Negative
17	I avoid coming into contact with computers in school.	267	3.86	,,	1.25	160	4.03	1.13	,,
18	I only use computers at school when I am told to.	267	3.43	,,	1.24	160	3.38	1.25	,,
19	I will use computers regularly throughout school.	267	3.48	,,	1.32	160	3.54	1.18	,,
20	I will not use computer regularly throughout school	267	3.76	,,	1.31	160	3.60	1.32	,,
21	I avoid coming into contact with computers in school	267	3.69	,,	0.75	160	3.70	0.76	,,
22	I just feel computer is useful for teaching	267	4.69	,,	0.46	160	4.70	0.46	,,
	Grand Mean		**5.58**				**3.53**		

Table 3. Analysis of Independent samples test on mean response scores for Social Studies teachers' attitude towards computer usage based on location

Location	N	Mean	Std. Deviation	t-cal	df	Sig.
Urban	177	77.7006	10.45530			
Rural	250	67.6200	9.95268	7.081	425	.036
Total	**427**					

Table 3 shows that the t-test for the difference in attitude of urban and rural Social Studies teachers on the use of computer at 425 degree of freedom is 7.081.The value of t-test is significant at p=0.036, which means that the null hypothesis of no significant difference was not retained. Thus, there is significant difference between the attitude of urban and rural Social Studies teachers towards the use of computer.

Table 4. Analysis of Independent samples t-test on mean response scores for Social Studies teachers' attitude towards computer based on sex

Sex	N	Mean	Std. Deviation	t-cal	df	Sig.
Male	224	77.9241	10.32905			
Female	203	77.3547	9.96987	.578	425	.563
Total	**427**					

Table 4 shows the difference in attitude towards the use of computer on the basis of gender is not significant at . This is evident from Table 11 with t (425) = .578, p = .563. The implication is that there is no significant difference between the attitude of male and female Social Studies teachers towards the use of computer. The implication is that there is no significant difference

between the attitude of male and female social studies teachers towards the use of computer. Thus, the hypothesis of no significant difference was not retained.

Discussion

The result of this study has shown that Social Studies teachers have negative attitude towards computer usage and that male Social Studies teachers have higher negative attitude towards the use of computer than female Social Studies teachers, though there is no significant difference between the attitude of male and female Social Studies teachers toward the use of computer. This finding is in disagreement with the findings of Jackson, Ervin, Gardner, & Schmitt (2001); Schaumburg (2001); Kadel (2005); Bebetsos and Antoniou (2008) in Shaibu (2020) who reported that females have more negative attitude towards computer. This study also found that urban Social Studies teachers have higher negative attitude towards the use of computer than rural Social Studies teachers. There is also significant difference between the attitude of urban Social Studies teachers and that of rural Social Studies teachers towards the use of computer. This outcome is in agreement with Fatola (2005); Okam (2002); and Shaibu (2020) who reported that location is an important variable in educational setting for teacher's computer usage.

Conclusion

This study have examined the Attitude of Social Studies Teachers towards the Utilization of Computers Classroom Instruction in Kogi State: The role of School location and gender was considered. From the study it can be concluded that Social Studies teachers generally have negative attitude towards computer usage irrespective of sex. The findings of this study also found that urban Social Studies teachers have higher negative attitude towards the use of computer than rural Social Studies teachers. There is also significant difference between the attitude of urban Social Studies teachers and that of rural Social Studies teachers towards the use of computer. Thus, the hypothesis of no significant difference was not retained.

Recommendations

Based on findings of this study, the following recommendations were made: there should be periodic government sponsored in-service training for teachers towards the use of computer as a tool for instruction in the teaching and learning of Social Studies, collaborative action and participation of government and non-governmental organization (NGO) towards enhancing teacher's attitude towards computer usage and all secondary schools Social Studies department in Nigerian, most especially in Kogi State should be furnished with computers, computer

laboratories and sustainable electric power supply to enhance the use of computer as an instructional tool in Nigerian schools.

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