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Original Paper

Benefits and Ways of Integrating Technology in Teaching of Social Science Courses in Universities in Nigeria

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Abstract

This study is a descriptive survey that investigated benefits and ways of integrating technology in teaching of social science courses in universities in Nigeria. Three research questions guided the study. Population comprised all universities lecturers in Nigeria. Multi-stage, cluster and purposive sampling techniques were used to select sample size of 124 Social Science lecturers from four universities in Imo and Abia states South-East, Nigeria. Two-section rating scale titled Benefits and Ways of Integrating Technology in Teaching of Social Science Courses (BWITTSSC) was used for data collection. Instrument was validated by specialists in Educational Measurement and Evaluation, Educational Technology and Social Sciences. Reliability of instrument was determined using Cronbach Alpha reliability administered once. Reliability index of 0.77 was obtained after analyzing data. Research questions were answered using mean and SD. Study's findings revealed different technologies that can be integrated in teaching of social science courses and varied benefits of integrating technology in teaching of social science courses which include technology promotes digital literacy, speed and efficiency among teachers and students during teaching. Researcher recommended that technology be integrated into teaching of social science courses to enhance students' interest, active participation during teaching, leading to retention of knowledge, skills, aptitudes required in labour market.

Keywords

integrating, technology, tertiary education, teaching, social science

1. Introduction

The trend in the last two decades is the movement from manual education to technology powered education. Technology over the years has improved the way we do things especially in education. Activities especially as it pertains to education, curriculum, teaching and learning, have shifted from the analogue process to the use of technology. The use of technology has spread across every facet of education globally (Chukwuma-Nosike, 2020; Undie, 2017; Nelson, 2010). This implies that technology could be integrated in teaching at all levels of education-basic, post-basic and tertiary levels respectively. Nelson (2010) asserts that technology integration in curriculum delivery is bound to enhance learners' performance and achievement. Universities all over the world are known as the highest citadel of learning. National Policy on Education described the university as tertiary education which is the education given after post basic education (FGN, 2014). Nwajiuba (2015) defined the university as an organized forum for the pursuit of knowledge (degree and research). It is a place of empowerment of diverse skills, knowledge and capacity for national development. Learners at this level are equipped with the professional knowledge, skills and values in any particular course of study. Universities house variety of courses and they are classified under varied branches of learning referred to as faculties and/or colleges. The branches of learning that exists in the university system are sciences, humanities, social sciences, engineering, environmental sciences, medical sciences, health sciences, law, business and education among many others. Social Science is a major academic discipline that study human society and social relationships. Social science courses are courses studied within the field of social science such as economics, political science, government, geography, anthropology, sociology, psychology. Some of the social science courses are also studied in education. These courses are housed in the social science education and are taught as senior secondary school teaching subjects. This indicates the importance of the social sciences courses to national development.

Over the last decade, there had been a paradigm shift in the way teaching is being conducted in our schools. Teaching and learning are the major activities carried out in any formal educational setting. Teaching summarily is the deliberate attempt to impart knowledge, skills and values to a learner by a trained person (Mbakwem & Ike, 2017). It can be done using different means, methods and materials. Currently, the emphasis is on integrating technology in teaching especially at the tertiary level of education. Technology is the alternative to analogue way of doing things. Technology is described by Redmann and Kotrlik (2008) as the making, modification, usage, and knowledge of tools, machines, techniques, crafts, systems and methods of organization in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input or output relation or perform a specific function. Integrating technology in teaching involves the use of digital technologies during teaching of subjects/courses in schools. Technology integration is the use of technology resources-computers, mobile devices like smart-phones and tablets, digital cameras, social media platforms and networks, software applications, the internet and so on in daily classroom practices and in the management of a school (Ohambele, 2019). In other words, integrating technology in teaching

requires the teacher using the varied technologies available to teach the learners. Ile, Udegbunam and Odimmega (2015), stressed that technology has become an integral part of the instructional process resulting in the development of new concepts in the logistics of instruction. Technology brings values to students and employers because these students are readily able to apply their technology expertise to workforce (Roach, 2012; Edutopia, 2007). Effective integration of technology into the curriculum and teaching revolutionizes the teaching and learning process. For instance, the teacher can integrate gamification, taking students on virtual field trips and using other online learning resources during teaching (Nwabueze, Madumere, Obike & Okeke, 2020). There are different technologies that can be integrated into the teaching of courses at the tertiary education level. Technologies such as power point slide presentations, projectors, microphones, routers, use of email in sending assignments, smart phones/social media-WhatsApp, Telegram, signal, zoom, google classroom, google meet, chrome, webinar, skype can be integrated into the teaching of courses especially social science courses. Some of these technologies such as power point, projectors, teleprompter, magnetic boards can be used in physical classroom to teach large student audience. While some other technologies can be used by the teacher from different locations to still teach learners. Chukwuma-Nosike (2021) and Chukwuma-Nosike and Offorma (2020) recent study revealed that integrating technology in teaching enable teachers use diverse on-line learning packages such as zoom, webinar to teach effectively especially where there is a pandemic.

Technology holds numerous benefits in today's teaching of university courses especially social science courses. More and more studies show that technology integration in teaching improves students' learning processes and outcomes (Chukwuma-Nosike, 2020; Nwabueze, Madumere, Obike & Okeke, 2020; Yu, Ally & Tsinakos, 2020; Undie, 2017; Roach, 2012; Nelson, 2010). Teachers who recognize computers and other technologies as problem-solving tools change the way they teach. Technology helps to reduce teachers' stress associated with physical teaching including covering distance, controlling the students' crowd and noise pollutions. Nelson (2010) stressed that integrating technology in teaching offer a wider range of personalized learning opportunities as students take responsibility for their learning outcomes, while teachers become guides and facilitators. With countless online resources, technology can help improve teaching. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. Virtual lesson plans, grading software and online assessments can help teachers save a lot time (Bozalek, Ng'ambi & Gachago, 2013). When technology is integrated into lesson delivery, students are expected to be more interested in the subjects they are studying. Social science courses comprise a lot of literary and expository contents, of which technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways. What is more, technology encourages a more active participation in the teaching and learning process thereby promoting quick retention which can be hard to achieve through a traditional lecture environment. The integration of technology in teaching/learning increases the learners' chance of interaction within the learning environment. This is

because most of the technologies used in education are quite interactive which makes it easy to create environment by which the students learn by doing while building on new and additional knowledge. Pande, Wadhai, and Thakare (2016) buttressed that integrating technology in teaching promotes flexibility, efficiency in knowledge, qualification enhancement. In other words, integrating technology enables the teacher to work from any location while using different devices, platforms and packages thereby making learning easy and flexible.

With the aid of technology, students can be at the center of their own learning, discover at their own pace, and move more fluidly through their education (Ellis, 2016). Adeoye, Adanikin & Adanikin (2020) and Aina & Abdurrahman (2020) in their studies listed some more benefits of integrating technology into teaching to include: completely reducing the issues of insufficient physical classrooms as lectures can be conducted online; allows all learners active participation and for learners to study at their own pace; enabling the taking of lectures at the comfort of both individual lecturer and students environment thereby increasing satisfaction and reducing stress. Arkorful & Abaidoo (2014) observed that the cost effect of using technology in training students is lesser than that of physical (face-to-face) contact. This is possible because it reduces travelling, time and use of physical facilities such as classrooms, halls and pews. For instance, an external examiner, as a way of integrating technology in teaching, can examine students using the zoom, webinar on-line platforms. This can be possible where technology integration is available. This implies that social science courses can be taught effectively if technology is integrated into its teaching especially at the university level.

Statement of Problem

Integrating technology has become an integral part of teaching and learning. Social sciences courses usually have large student audience and can be effectively taught with technology. Integrating technology in teaching of social science courses will be of immense benefit both to the teacher and the learners. It will arouse students' interest, promote teacher/student flexibility, increase skill and reduce teachers' stress. It has been observed by the researcher, over the years that teachers do not integrate technology in teaching of social science courses in public universities rather teaching is still being carried out in the traditional analogue way. Could teachers' knowledge of the benefits of technology promote the integration of technology in teaching of social science courses in public universities in Nigeria?

The purpose of this study is to examine the benefits and ways of integrating technology in teaching of social science courses in public universities in Nigeria. Specifically, the study will identify different technologies that can be integrated in the teaching of social science courses. Secondly, is to ascertain possible ways of integrating these different technologies in the teaching of social science courses in public universities in Nigeria.

The following research questions guided the study.

1) What are the different technologies that can be integrated in the teaching of social science courses in public universities in Nigeria?
2) What are the benefits of integrating technology in the teaching of social science courses at tertiary education level?
3) What are the ways of integrating these technologies in teaching of social science courses in universities in Nigeria?

2. Method

The descriptive survey design was applied in this study. Three research questions guided the study. The population of the study consists of all lecturers in public universities in Nigeria. The sample size for the study was one hundred and twenty-four (124) social science lecturers, sampled from four (4) universities in Imo and Abia States selected through multi-stage, cluster and purposive sampling techniques. The cluster sampling technique was used to select South-East out of Nigerian six Geo-political/educational zones, two states Imo and Abia were selected out of the five states that make up the South-East Geo-political/educational Zone and four public universities were also selected from both states. The purposive sampling technique was used to get the lecturer's sample.

The instrument used for the study is a researcher-made rating scale titled: *Benefits of Integrating Technology in Teaching of Social Science Courses in Universities* (BITTSSCU). It was constructed on four-point rating scale with response options of (Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The rating scale has two sections with three clusters which is made up of 32 items. The first cluster has 9 items, which sought the respondents' agreement on the different technologies that can be integrated in teaching social science courses in universities in Nigeria; the second cluster which is made up of 12 items sought information on the benefits of integrating technology in teaching of social science courses; while the third cluster which has 11items sought information on ways technology can be integrated in teaching of social science courses in universities in Nigeria.

The instrument was validated by three specialists in Educational Measurement and Evaluation, Educational Technology and Curriculum Studies. The reliability of the instrument was determined using Cronbach Alpha reliability and 0.77 index reliability was obtained. The instrument was administered once using the Cronbach Alpha formula on the same number of lecturers in tertiary institutions in Anambra State, which is in the same geo-political/educational zone as Abia and Imo States. The researcher made use of four trained research assistants. The instrument was collected on the spot and the analysis was done through the mean and standard deviation. The cut-off point for the mean responses was 2.5. Any item that has a mean score of (≥ 2.5) represents agreement which means the respondents agreed with the statement, while items with mean scores (≤ 2.5) were regarded as rejected (disagreed), which means that the respondents disagreed with the statement.

3. Results

Table 1. Mean Scores of Social Science Lecturers Responses on Different Technologies That Can Be Integrated In Teaching of Social Science Courses

	ITEMS	TEACHERS RESPONSES		
S/N	**Different technologies that can be integrated in teaching of social science courses are:**	**Mean**	**SD**	**Result**
1	Power point slides and pointers	3.89	0.79	Agreed
2	Teleprompter and Magnetic board	3.70	0.81	Agreed
3	Online teaching platforms such as skype, zoom, webinar	3.90	0.79	Agreed
4	Online teaching packages such as email, chrome, social media, LinkedIn and soft wares -plagiarism testing	3.92	0.84	Agreed
5	Projectors, microphones	4.0	0.86	Agreed
6	Internet network/broadband connectivity, routers	3.96	0.79	Agreed
7.	Chalkboard-white, green and black	1.96	1.13	Disagreed
8.	E-library, virtual field trips, gamification, CBT testing and grading	3.78	0.81	Agreed
9.	Computers, laptops, headsets, Bluetooth, rechargeable speakers and other peripherals	3.97	0.78	Agreed
	Grand/Pooled mean	**32.7/3.6**		

Data on Table 1 revealed the lecturers' responses on different emerging technological innovations that can be integrated in teaching of social science courses in universities in Nigeria as shown by their mean responses to all items which are above 2.5 (Mean > 2.5) except item 7 that the mean rating is below 2.5 ($Mean < 2.5$). The grand mean/pooled mean of 32.7/3.6 indicated lecturers' high rating agreement that projectors, digital microphone, speakers, pointers, computers, laptops, headsets, internet connectivity, soft wares-power point, online packages and platforms are some of the technologies that can be integrated in teaching of social science courses in universities in Nigeria.

Table 2. Mean Scores of Lecturers' Responses on the Benefits of Integrating Technology in Teaching of Social Science Courses in Universities

	ITEMS	LECTURERS RESPONSES		
S/N	**Benefits of integrating technology in teaching social science courses include:**	**Mean**	**SD**	**Result**
10.	Promotes digital literacy among students and lecturers	3.8	0.67	Agreed
11.	Encourages flexibility in teaching and learning	3.6	0.74	Agreed
12.	Arouses learners' interest during teaching	3.7	0.78	Agreed
13.	Allows for new ways of teaching of courses	3.6	0.73	Agreed
14.	prepares teachers and learner to international standard	3.8	0.69	Agreed
15.	Promotes rapid retention and individualized learning	3.6	0.72	Agreed
16.	Reduces teachers stress as teaching can take place from any location.	3.9	0.74	Agreed
17.	Equips learners for the workforce and job creativity	3.8	0.80	Agreed
18.	Promote speed, easy engagement of the learners	3.8	0.74	Agreed
29.	Promotes active participation of all learners irrespective of their gender roles.	3.7	0.76	Agreed
20.	Ideal for teaching all social science courses.	3.9	0.70	Agreed
21.	Takes a lot of the teachers and students time	1.5	1.23	Disagreed
	Grand Mean and Pooled Mean	**42.7/3.6**		

Data on Table 2 show the lecturers' responses on the benefits of integrating technology in teaching of social science courses in universities in Nigeria. Their mean responses to all the items were all above 2.5 (Mean> 2.5) except item 22 that was rated 1.5 ($Mean < 2.5$) by the lecturers. The grand mean/pooled mean of 42.7/3.6 indicated lecturers' high rating agreement that promoting digital literacy among lecturers and students, enables e-testing, grading, arouses students' interest, encourages retention, flexibility in teaching and learning, skill acquisition, active participation of learners and reduces teachers stress are some of the benefits of integrating technology in teaching of social science courses in universities in Nigeria.

Table 3. Mean Score of Lecturers' Responses on Ways of Integrating Technology in Teaching of Social Science Courses in Universities

	ITEMS	LECTURERS RESPONSES		
S/N	**Ways of integrating technology in teaching social science courses are:**	**Mean**	**SD**	**Result**
22.	Using projectors and power point slides for seminar presentation	3.8	0.78	Agreed
23.	Adopting the use of e-library	4.0	0.88	Agreed
24.	Using technologies like microphone, speakers, projectors in large class audience	3.8	0.82	Agreed
25.	Promoting use of on-line class platforms/packages	3.6	0.90	Agreed
26.	Using technologies for external examination defense	3.8	0.76	Agreed
27.	Utilizing software like plagiarism testing in teaching	3.9	0.78	Agreed
28.	Using e-monitoring and supervision such as social media, time clock in and out	3.7	0.81	Agreed
29.	Employing the use of CBT and e-grading in teaching	3.8	0.74	Agreed
30.	Management of e-attendance for both teachers and students using digital surveillance like CCTV cameras	3.6	0.77	Agreed
31.	Utilizing the benefits of the internet services in teaching	3.8	0.88	Agreed
32.	Disregarding the integration of technology while continuing with analogue classroom teaching	1.7	1.16	Disagreed
	Grand Mean and Pooled Mean	**39.3/3.6**		

Data on Table 2 show the lecturers' responses on ways of integrating technology in teaching of social science courses in universities in Nigeria. Their mean responses to all the items were all above 2.5 (Mean> 2.5) except item 22 that was rated 1.7 ($Mean < 2.5$) by the lecturers. The grand mean/pooled mean of 39.3/3.6 indicated lecturers' high rating agreement that using it for external defense, engaging the varied online platform/packages in teaching, employing e-library, e-surveillance, e-testing and e-grading are some of the ways of integrating technology in teaching of social science courses in universities in Nigeria.

4. Discussion

Table 1 addresses Research Question 1. The result as presented in the Table revealed the different technologies that can be integrated in teaching of social science courses in universities in Nigeria. From the items in Table 1, the researcher found that projectors, digital microphone, speakers, pointers, computers, laptops, headsets, internet connectivity, soft wares-power point, online packages and platforms are some of the technologies that can be integrated in teaching of social science courses in universities in Nigeria. This is in line with the findings of Aina and Abdurrahman (2020), and Ohambele (2019) that technology integration is the use of technology resources-computers, mobile devices like smart-phones and tablets, digital cameras, social media platforms and networks, software applications, the internet and so on in daily classroom practices.

In further corroboration, Chukwuma-Nosike & Offorma (2020) and Nwabueze, Madumere-Obike & Okeke, (2020) stressed that emphasizing on integration of technological devices in teaching by teachers in Nigerian universities would benefit the learners at that level. This is because integrating technology in teaching of social science courses will promote effective learners' empowerment and achievement of educational objectives.

The result of research question 2 as shown in Table 2 highlighted some benefits of integrating technology in teaching of social science courses in universities in Nigeria. All the respondents agreed that promoting digital literacy among lecturers and students, enables e-testing, e-grading, arouses students' interest, encourages retention, flexibility in teaching and learning, skill acquisition, active participation of learners and reduces teachers stress are some of the benefits of integrating technology in teaching of social science courses in universities in Nigeria. This agrees with the findings of Adeoye, Adanikin and Adanikin (2020) that technology holds immense benefits to the teachers and students as it saves time and stress as learning can take place from any comfortable location. It is worthy to note that teachers with the help of different technologies can effectively teach social science courses with ease in public universities in Nigeria. This is because technology enables them to continue teaching processes irrespective of lecturers and learners' locations and timing.

Table 3 addresses Research Question 3. The result as presented in the Table indicated the different ways of integrating technology in teaching of social science courses in universities in Nigeria. From the items in Table 3, the researcher found out that using power point for external defenses, engaging the varied online platform/packages in classroom teaching and defense, employing e-library, e-surveillance, e-testing and e-grading are some of the ways of integrating technology in teaching of social science courses in universities in Nigeria. This agrees with the findings of Chukwuma-Nosike (2021) and Yu, Ally & Tsinakos (2020) that the application digital technologies by teachers will always enhance students and teachers' skill empowerment and effectiveness to meet global standard.

These findings further corroborate with UNESCO's (2020) statement that the use of Google classroom and other on-line teaching platforms cannot be successful except the lecturers are digitally compliant. Therefore, considering the importance of integrating technologies in teaching for continuous development of teachers/learners, it is vital that the suggested ways of integrating technology be adopted to enhance social science teachers digital compliant in universities in Nigeria.

5. Conclusion

The need to integrate technology in teaching in Nigerian universities has become necessary. This is because the benefits of integrating these technologies in teaching of social science courses are enormous especially in promoting learners' empowerment. Use of technology such as computers, projectors, power point online platforms/packages will ensure reduced stress, save time and encourage active participation of both the teacher and student during teaching. Integrating technology in external examinations/defense, teaching and grading are suggested ways of integrating technology in teaching in universities in Nigeria that can help to facilitate teaching processes.

6. Recommendations

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

1) Teachers should integrate the different technologies in teaching so as to able teachers/students in Nigerian universities benefit from them.
2) Teachers should integrate technology in diverse ways in teaching especially in external examination/defense, e-grading, physical/online classes to promote learners' interest, retention, speed, ease of processes and reduce stress.

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