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APPLICATION OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) FACILITIES IN THE IMPLEMENTATION OF SOCIAL STUDIES EDUCATION CURRICULUM IN COVID-19 ERA AMONG COLLEGES OF EDUCATION IN ENUGU STATE, NIGERIA

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Abstract: The study examined the Application of Information Communication Technology (Ict) Facilities In The Implementation Of Social Studies Education Curriculum In Covid-19 Era Among Colleges Of Education In Enugu State, Nigeria with specific objectives which includes, to determine the availability of ICT facilities for the implementation of Social Studies Education Curriculum in COVID-19 era and the extent to which lecturers utilize ICT facilities in the implementation of Social Studies Education Curriculum in COVID-19 era among Colleges of Education in Enugu State. Descriptive research designed was adopted for the study among 72 social science lecturers in colleges of education in Enugu State. The data for the study were gathered through the use of checklists and questionnaire. The data were analyzed quantitatively using IBM SPSS Statistics 20. The results showed highly available ICT facilities for the implementation of Social Studies education curriculum in Colleges of Education The result of the study also shows that COVID-19 had increased the extent of utilization of ICT facilities in teaching and learning. The study recommended that neither Government nor individuals should establish Colleges of Education without seeing that they have sufficient ICT facilities and have other possible measures put in place to surmount the challenges that hinder the application of ICT in curriculum implementation.

Keywords: Information Communication Technology, Implementation Of Social Studies Education, Educational Curriculum, Covid-19 Era, Colleges Of Education

Introduction

The rapid proliferation of information and communication technologies (ICT) has significantly changed the educational landscape globally (Thang & Wong, 2010). Thus, advent of computer- based learning has necessitated the shift in instructional methods from traditional methods to computerized methods of instruction in developed nations. In Nigeria, computers are used not only as a means of helping schools for analyzing data, it is also a pervasive tool toward optimizing student's learning (Gambari, Shuaibu, & Shittu, 2013). Bawa and Moyijo (2015) noted that educational needs have grown beyond the competence of teachers alone, thus there has been growing emphasis on the quality of teachers, teacher education programmes and availability of training and development facilities in all educational planning and development in Nigeria.

To be more explicit, ICT facilities enhance teaching and learning through its dynamic, interactive, and engaging content; and provides real opportunities for individualized instruction. ICT facilities had the capability to accelerate, enrich, and deepen skills; motivate and engage students in learning; help to relate school experiences to work practices; help to create economic viability for tomorrow's workers; contribute to radical changes in school; strengthen teaching, and provide opportunities for connection between the school and the world (Yusuf, 2010).

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Some varieties of ICT facilities or tools for teaching and learning include: USB or Wi-Fi, interactive white board; IPad; IPod; Tablets; E-learning platform; E-mail; Google classroom, Google chat, tablets; Popplet; Microphones, webboards; Scanners; video conferencing; projector screen; printer; photocopier; smart television; full motion video cassettes; radio and TV are also very powerful and less cost effective facilities. The use of these facilities facilitates curriculum implementation and growth in education. They are needed because ministries of education and education major key players can communicate effectively with parents and teachers and provide guidelines, instructions and structure to the learning process. The prevalence and importance of ICT in education was widely acknowledged during the COVID-19 pandemic.

Coronavirus disease 2019 (COVID-19) is defined by Cennimo (2020) as illness caused by a novel coronavirus now called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China. COVID-19 pandemic created severe disruption in the world's education system in history. This pandemic threatened a loss of learning that might expand beyond one generation of students. The government and education stakeholders were more or less confused and apprehensive of drastic measures and innovation to be applied so as to place education at the forefront of recovery agendas and protect investment in the education sector (United Nations, 2020). In Nigeria, there was a huge social outcry over the disruption and interruption of academic curriculum during the COVID-19 lockdown as the education sector was greatly affected by the COVID-19 pandemic and its attendant lockdown as academic calendars and curriculum were disrupted and interrupted. The effect was seen in poor academic performance of students and moral decadence and inability to conform to civilized practices. Parents and guardians were worried over the continued stay at home of their children because schools were locked down. One of the ripple effects of this pandemic was on the importance of ICT facilities, which undoubtedly affected teaching, learning, and research. This effect of ICT was all encompassing as it made no demarcations on subjects that it facilitated the implementation of their curriculum especially in the COVID-19 era among Colleges of Education. To this end this study investigate application of information communication technology (ICT) facilities in the implementation of social studies education curriculum in covid-19 era among colleges of education in Enugu State, Nigeria.

Research Questions

The following research questions were formulated and they guided the study

1. What are the available ICT facilities for the implementation of Social Studies Education Curriculum in COVID-19 era among Colleges of Education in Enugu State?
2. To what extent do lecturers utilize ICT facilities in the implementation of Social Studies Education Curriculum in COVID-19 era among Colleges of Education in Enugu State?

Hypotheses

Four null hypotheses were also formulated and tested at 0.05 level of significance.

Ho_1: There is no significant difference in the mean responses of the male and female Social Studies Lecturers on the availability of ICT facilities for the implementation of Social Studies Education Curriculum in COVID-19 era.

Ho_2: There is no significant difference in the mean responses of male and female Social Studies Lecturers on the extent of utilization of ICT facilities in implementation of Social Studies Curriculum in COVID-19 era.

Literature Review

Concept of Social Studies Education Curriculum

Social Studies education is most commonly referred to as the training of professional educators to teach Social Studies. It includes the training of Social Studies educators

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who emphasize the need for social education through the teaching of various social science disciplines (Russell, 2012). The word curriculum is one of the educational concepts that has no universally accepted definition. Many authors have given varied definitions to it according to their own comprehension and point of view. What is indisputable is that the word curriculum comes from the Latin word "curus", a noun which means "racecourse" or "racetrack" through which a competitor runs in order to reach a desired destination in order to win a prize.

However, Osuji and Oluoch-Suleh (2017) noted that over the years, curriculum gradually came to mean a course of study followed in a school. In other words, it is the line of activities undertaken in an academic environment. On the other hand, Kamau and Changilwa (2013) opined that curriculum is all that is planned and organized to enable learners acquire and develop desired knowledge, skills, attitudes and values for use in an ever-changing society. The definition of curriculum by Osuji and Oluoch-Suleh (2017) is seen as most profound and tenable. They defined curriculum as all planned and unplanned learning experiences of the learner under the auspices of the school and the society, which enable him or her to acquire sustainable knowledge, skills, values and positive attitudes for the formation of the heart and the transformation of the society.

More so, some other authors noted that curriculum embodied the intentions of education, it is the programme of education (Mulenga, 2018). The author observed that a curriculum carried the beliefs, values, attitudes, skills, knowledge and all that education was about. It therefore means that it will be very difficult or impossible for formal education to take place without curriculum. It was in in line with thought that Mulenga called curriculum the raison d' etre of education, the very substance of schooling. Su (2012) while looking at curricula as a set of objectives, said that curriculum could be seen as a means of achieving specific educational goals and objectives. With this understanding, curriculum may be perceived as checklist of anticipated outcomes.

On the other hand, Aliyeva (2016) observed that the purpose of curriculum was to provide planned learning experiences for all children. This means that curriculum is a very important connection between education and learning, between teacher and students. The researcher would therefore note that Social Studies education curriculum is all planned and unplanned learning experiences of professional educators under the auspices of the school and the society, which enables them to acquire sustainable knowledge, skills, values and positive attitudes for the formation of the heart and the transformation of the society.

Social Studies is defined by the American National Council for Social Studies as "the integrated study of the social sciences and humanities to promote civic competence. The Council maintains that within the school programme, Social Studies provides coordinated, systematic study drawing upon such disciplines as Anthropology, Archaeology, Economics, Geography, History, Law, Philosophy, Political Science, Psychology, Religion, and Sociology, as well as appropriate content from the humanities, Mathematics, and natural sciences. The primary purpose of Social Studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Furthermore, Social Studies aims at promoting civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. The council noted that by making civic competence a central aim, NCSS emphasizes the importance of educating students who are committed to the ideas and values of democracy. Therefore, civic competence rests on this commitment to democratic values, and requires that citizens have the ability to utilize their acquired knowledge about their community, nation, and world; to apply inquiry processes;

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and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Social Studies as a course is very important because it equips young people who with knowledge, skill, and commitment to democracy which is very necessary to sustaining and improving our democratic way of life, and participating effectively among the comity of nations. Social Studies is studied at different levels of education. It is studied in the primary and secondary schools, universities and Colleges of Education. In this study, the focus was on Social Studies as a course in Colleges of Education.

Colleges of Education

Colleges of Education are part of tertiary institutions while tertiary institution is any institution that provides post-school education on a full-time, part-time or distance basis. It can be a university or other tertiary education providers recognized by the government. Tertiary institution offers Degrees, Diplomas or teacher education courses. But a College of Education is precisely an institution where school teachers are trained. On the other hand, education on its own is generally perceived as an instrument per excellence for affecting national development (Iguodala, 2016). On a similar note, Igbenewka and Anukaenyi (2016) while discussing crisis in primary education management in Nigeria asserted: Education from holistic point of view is a continuous, organized and systematic process a society uses to transmit its values and ethos across time and space. Therefore both in primary, secondary and tertiary, the societal transmission of values and ethos continue to take place.

The researcher may then say that primary education is the bedrock and foundation of the different levels and strata of education. Secondary education is the second stage of receiving per excellence instrument towards national development, while tertiary education is where students solidify and specialize in the training received in primary and secondary schools. This work was thus an investigation to see how curriculum- all planned and unplanned learning experiences of the learner under the auspices of the school and the society, which enable him or her to acquire sustainable knowledge, skills, values and positive attitudes for the formation of the heart and the transformation of the society can be facilitated by ICT. (Osuji & Oluoch-Suleh, 2017) The researcher wanted to see how information communication technology can serve as a driving force, a propeller and a catalyst towards the implementation and actualization of curriculum with particular reference to Social Studies Education Curriculum in Colleges of Education in Enugu State.

Curriculum Implementation

Implementation is the process of putting a decision or plan into effect or execution. It may also be seen as the carrying out, execution, or practice of a plan, idea, model, a method, or any design, policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen. In the words of Vaughan and Albers (2017), high quality implementation of educational approaches can have a significant impact on improving students' outcomes. They referred to Mitchell (2011) who noted that implementation was generally defined as a specified set of planned and intentional activities designed to integrate evidence-based practices into real-world settings.

Curriculum implementation in the words of Ibenegbu (2018) was presented as putting into practice the officially prescribed courses of study. The whole process is tailored to help students acquire certain subjects for their study. It is therefore noteworthy that curriculum implementation is not possible without students. Chaudhary (2015) asserted that Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. Curriculum implementation process entails helping the learner acquire knowledge or experience. Worthy of note here also is that curriculum implementation cannot take place without the learner. Therefore, the learner is the

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central figure in the curriculum implementation process. What it means is that curriculum implementation takes place as the learner grabs or acquires the intended or planned experiences, knowledge, skills, attitudes and ideas that are geared towards enabling the same learner to function effectively in a society.

From the above understanding, curriculum implementation equally refers to the stage when the curriculum itself is put into effect. Putting the curriculum into operation requires an implementing agent. The lecturers are the key agents in the curriculum implementation process in Colleges of Education. Bediako (2019) identified the teacher as the agent in the curriculum implementation. The argument is that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into practice. Bediako (2019) concluded that Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. Implementation, as an essential part of curriculum development, brings into existence the anticipated changes in behaviour.

Having seen curriculum implementation as discussed by different authors, the researcher was curious to see if there was any meaningful role that ICT could play in it. Since the researcher deduced that curriculum implementation takes place as the learner grabs or acquires the intended, planned or unplanned experiences, knowledge, skills, attitudes and ideas that are geared towards enabling the same learner to function effectively in a society; hence, the researcher was inclined to know how ICT, in this information age, can be applied in this regard. Thus the study was focused on the application of ICT in the implementation of Social Studies Education curriculum in Colleges of Education in Enugu State.

Coronavirus Disease (COVID-19)

In the words of Cennimo (2020), Coronavirus disease 2019 (COVID-19) is defined as illness caused by a novel coronavirus now called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China. He noted that the disease was initially reported to the WHO on December 31, 2019 and on January 30, 2020, the WHO declared the COVID-19 outbreak a global health emergency. On March 11, 2020, the WHO declared COVID-19 a global pandemic, its first such designation since declaring H1N1 influenza a pandemic in 2009. Illness caused by SARS-CoV-2 was termed COVID-19 by the WHO, the acronym derived from "coronavirus disease 2019." The name was chosen to avoid stigmatizing the virus' origins in terms of populations, geography, or animal associations. On February 11, 2020, the Coronavirus Study Group of the International Committee on Taxonomy of Viruses issued a statement announcing an official designation for the novel virus: severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)

COVID-19, according to Bender (2020), is a disease caused by a new strain of coronavirus. ‘CO’ stands for corona, ‘VI’ for virus, and ‘D’ for disease. Formerly, this disease was referred to as ‘2019 novel coronavirus’ or ‘2019-nCoV.’ The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold. The symptoms of COVID-19 include fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties. Rarely, the disease can be fatal. Bender (2020) observed that the symptoms are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. This is why testing is required to confirm if someone has COVID-19. The virus is spread or transmitted through direct contact with respiratory droplets of an infected

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person. These droplets are easily generated through coughing and sneezing. People can also be infected by touching surfaces contaminated with the virus and touching their mouth, eyes, nose, (MEN). COVID-19 virus which survives on surfaces for several hours is speedily killed by disinfectants.

That schools were locked down during the COVID-19 did not mean that children or students were more vulnerable to the virus. The study on how the virus affected people was an ongoing one. Elderly people, and people with chronic medical conditions, such as diabetes and heart disease, appeared to be more at risk of manifesting the symptoms but it is believed that people of any age could be infected with the virus, though there are relatively few cases of COVID-19 reported among children.

The spread of COVID-19 can be slowed down or prevented by observing precautionary measures for other respiratory infections like the flu or the common cold. Very importantly, public health measures are critical to slow the spread of illnesses. These public health measures are everyday preventive actions which include but not limited to: covering mouth and nose with flexed elbow or tissue when coughing or sneezing, staying at home when sick; dispose of used tissue immediately; cleaning frequently touched surfaces and objects; washing hands from time to time with soap under running water; sanitizing the hands with alcohol based hand sanitizer when water is not available, wearing face mask when one cannot maintain physical distancing and obeying other recommendations from healthcare providers.

UNESCO (2020) while discussing the COVID-19 and curriculum opined that the COVID-19 pandemic has changed the lives of large number of learners, teachers and parents around the world, with millions now teaching and learning from home. While this is first and foremost a health crisis, it will likely have significant long-term effects on education, including on curriculum and learning. The situation, however, could become an opportunity to rethink curriculum, teaching learning-assessment processes and the development of learners' competencies with a view to strengthening their learning skills and sustaining their motivation. While it is still too early to anticipate when education institutions can resume their regular activities, the after-crisis period must be already envisaged in order for the learning (and curriculum) continuum to be preserved. Lessons learned from country/national level efforts, especially in the context of Education in Emergencies (EiE), and the meaningful usage of resources (including digital resources) should be leveraged so that learners, teachers and parents are neither overwhelmed nor confused. This crisis will likely provide an opportunity for schools to strengthen their ties with families, and for teachers to communicate and cooperate better with parents in the interest of learners. In the same vein, the crisis means teachers and parents may become more involved in decisions regarding curriculum appropriateness. This can support the development of a learner-centered, participative and inclusive learning paradigm that takes into account the interests of learners, as well as their environments and aspirations. The write-up above by UNESCO gives some insights on what ICT may help to accomplish in the field of education during the COVID-19 lockdown. But the work did not go into details on how ICT could be used to enhance the implementation of school curriculum. At this juncture, the summary of the reviewed related literature becomes imperative for the furtherance of this research.

Availability of ICT Facilities for Curriculum Implementation

Ogumogu and Audu (2016) on availability and utilization of ICT facilities in schools investigated the availability and utilization of ICT facilities in schools. In order to do this, two research questions were raised to guide the study. The research design employed for this study was the survey design. The population was made up of teachers in all secondary schools in Egor Local Government Area, Edo State. The stratified random

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sampling technique was used in selecting 100 teachers that were sampled for the study. The teachers' questionnaire on availability and utilization of ICT materials (TQAUIM) was used for data collection and it was validated by two education lecturers. A reliability coefficient value of 0.68 was obtained using the Cronbach Alpha technique. The data collected were analyzed using the mean statistics. It was revealed in the study that majority of ICT facilities were not available in schools and also secondary school teachers did not often utilize ICT when teaching in schools.

The above research was limited to secondary schools in just one local government. The researcher here sought to know the availability of ICT facilities not in secondary schools but in Colleges of Education. Colleges of Education to be covered were not just in a local government area but in a wider geographical scope- the whole of Enugu State. The research design employed in the study was survey design. The present study also adopted descriptive survey design.

An earlier research by Tella (2011), on Availability and Use of ICT in South-Western Nigeria Colleges of Education investigated the level of availability and use of ICT in some South-Western Nigeria Colleges of Education. The study revealed low level of usage of ICT gadgets and non-availability of some ICT equipment. The data for the study were gathered through a two-page questionnaire administered to 200 respondents who were accessible in the School of Education in all the Colleges of Education in the South-Western part of Nigeria. A total of 180 questionnaires were retrieved which represented 90% return rate. At the same time, the data were analyzed quantitatively using SPSS. The results of the survey on Colleges of Education staff on the level of availability, use of and perception of the impact of ICT on teacher education in Nigeria revealed and suggested a low level of usage of ICT gadgets; no availability of ICT equipment and that the respondents were disgruntled with the sluggish use and integration of ICT.

The findings of the above studies were quite impressive, but it was significant, that the study did not identify the population / sample of the study. It did not dwell on the challenges that resulted to the lack of availability of the ICT equipment nor investigated the challenges that snowballed into the sluggish integration of ICT. The research design used in the study was descriptive survey design. The present study also adopted descriptive survey design. However, the present study is neither on some selected Colleges of Education nor encompassed a geo-political zone; rather, its geographical scope was all the Colleges of Education in Enugu State.

Utilization of ICT Facilities in the Implementation of Social Studies Education Curriculum

Yushau and Nannim (2020) Investigation into the Utilization of ICT Facilities for Teaching Purposes among University Lecturers. This study investigated lecturers' level of utilization of ICT facilities for teaching purposes in Nigerian universities. A descriptive survey design was adopted for the study and a questionnaire with a reliability of 0.907 was used for data collection. Data were collected at the Abubakar Tafawa Balewa University, Bauchi from a sample of 433 lecturers out of a population of 928. The results showed that lecturers had the knowledge of using ICT facilities in teaching; however, they rarely used them in teaching. It was also found out that lecturers' age and years of teaching experiences were significant factors influencing the level of ICT utilization in teaching. However, no significant difference was found due to gender and educational qualification.

The systematic way of the study is quite commendable. Though the study did not show the data analysis procedures, the result of the findings were clearly stated. Descriptive survey design was adopted for the study. In the present study, descriptive survey design was also adopted but the scope of the present study was Social Studies Lecturers in Colleges of Education in Enugu State and not university lecturers.

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Nwosu, Shaffe and Nurzatul (2018), examined teachers' use of ICT in Aba North District Secondary Schools and the factors that determine the use of ICT. A Sample of 234 teachers, selected from 20 secondary schools in Aba North District was used in this study. Data was collected using questionnaires. SPSS version 22 was used to analyze the data. Teachers' ICT competency was found to be at a moderate level (M= 2.87). There was a low level of ICT accessibility with overall mean (M =1.69). It was found that the level of teachers' ICT acceptance and use in Aba North District secondary schools was low (m = 1.58). Teachers' perceived usefulness, perceived ease of use, attitude towards ICT and behavioural intention were high. Based on the findings of this study, teachers' low level of ICT use in Aba North District secondary schools was as a result of lack of access to ICT and insufficient ICT competency among teachers. For a successful integration of ICT in Aba north district to be achieved, teachers needed to have access to ICT and be highly competent in the use of ICT. The above study showed that teachers' low level of ICT use in Aba North District secondary schools was as a result of lack of access to ICT and insufficient ICT competency among teachers.

The study tried to be systematic in its procedures. It also highlighted method of data analysis lacking in the preceding study. However, the type of research design and the population was not specified. On the other hand, the study did not mention the ICT facilities that may be adopted for teachers' use in secondary schools. It also failed to state whether they were actually available. The researcher wanted to find out if the same challenges existed in Colleges of Education in Enugu State with respect to implementation of Social Studies Education curriculum.

RESEARCH METHODS

Research Design

The research design adopted for this study was a descriptive survey research design. The design was adopted as the study was carried out to elicit the opinions of the respondents on the application of ICT facilities in the implementation of Social Studies Education curriculum in the COVID-19 era.

Area of Study

The area of the study was Colleges of Education in Enugu State. The State has its capital at Enugu, the Coal City. It has an area of 7, 161 km2 and a population of 3,267, 837 according to the 2006 census. Enugu State is a state in southeastern Nigeria. It was created on August 27, 1991 from part of the old Anambra State. The principal cities in the state are Agbani, Aninri, Awgu, Enugu, Ezeagu, Ngwo, Nsukka, Egede, Awhum and Udi. The State shares borders with Abia State and Imo State to the South, Ebonyi State to the east, Benue State to the Northeast, Kogi state to the northwest and Anambra State to the west.

The researcher chose Enugu State because it has Colleges of Education in both rural and urban areas. This choice will enable the researcher to obtain a balanced data from rural and urban Colleges of Education. More so, these Colleges of Education were chosen because, following from the state of the arts, their curriculum and academic calendar were interrupted, if not completely disrupted and abandoned during the COVID-19 lockdown.

Population of the Study

The population of the study comprised the 72 Social Studies Lecturers in the six (6) Colleges of Education in Enugu State. The Colleges of Education in Enugu State are as follows: Enugu State College of Education (Technical), Enugu; Federal College of Education, Eha-Amufu; Institute of Ecumenical Education, Thinkers Corner, Enugu; Peaceland College of Education, Ogui, Enugu; Our Savior Institute of Science, Agriculture & Technology (OSISATECH), Ogui Road, Enugu; African Thinkers Community of Inquiry, Independence Layout.

Sample and Sampling Technique

There was no sampling technique for the study; this was because the population was small and manageable. Therefore, the entire population was used. Studying the

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whole population would give the researchers a better result.

Instruments for Data Collection

The researcher developed two instruments for data collection. One was a checklist, and the other a questionnaire. The checklist titled Available ICT Facilities for the Implementation of Social Studies Education Curriculum Checklist (AIFISSECC) was used for data collection for cluster 1. AIFISSECC has sections A and B. Section A sought demographic data while section B addressed the research questions. The AIFISSECC addressed only research question one. It contained 20 items on the availability of ICT facilities for the implementation of Social Studies Education Curriculum in Colleges of Education in Enugu State. On the other hand, the questionnaire titled Extent of ICT Application in Implementation of Social Studies Education Curriculum Questionnaire (EIAISSECQ) was used for data collection extent do lecturers utilize ICT facilities in the implementation of Social Studies Education Curriculum in COVID-19 era among Colleges of Education in Enugu State. EIAISSECQ has sections A and B. Section A addressed demographic data while section B is in four clusters, one for each of the remaining four research questions.

Cluster one has 15 items on technical know-how needed for the application of ICT facilities in the implementation of Social Studies Education curriculum in COVID-19 era. Cluster two has **15** items on extent of application of ICT facilities in the implementation of Social Studies Education Curriculum in COVID-19 era among Colleges of Education in Enugu State, Nigeria. Cluster three has **15** items on challenges that hindered the application of ICT facilities in the implementation of Social Studies Education curriculum in Colleges of Education, Enugu State. Finally, the fourth cluster has 15 items the possible measures that would enhance Social Studies Education Curriculum implementation in COVID-19 era using ICT facilities. In all, the total items of the AIFISSECCEC would be 20 while the total of EIAISSCQ would be 45.

Finally, AIFISSECC (the checklist) was arranged in a 4-point Likert scale of Highly available (HA) =4 points; Available (A) =3 points; Minimally Available (MA) = 2 points; and Not Available (NA) =1 point. The later instrument, EIAISSECQ (questionnaire) was as well arranged in a 4-point Likert scale of strongly agree/very high extent=4 points, agree/high extent =3 points, disagree/low extent=2 points, strongly disagreed/very low extent= 1 point.

Validation of the Instruments

The AIFISSECCEC and EIAISSCQ were face validated by three specialists, two from Curriculum Development, and one in the area of Measurement and Evaluation, all from Godfrey Okoye University, Enugu. The instruments were critically and meticulously looked at and corrected. The specialists examined the instruments in terms of contextual appropriateness, suitability and relatedness to the purpose of the study

Reliability of the instrument

The reliability of the instruments was determined by running the Cronbach's alpha test using the reliability command in SPSS. The reason for using Cronbach's alpha test was because questionnaire was used as instrument, which elicited dichotomous answers. The validated instruments; checklists (AIFISSECC) and questionnaires (EIAISSECQ) were administered to 36 respondents drawn from College of Education outside the area of the study. The instruments were administered twice within an interval of two weeks. The reliability co-efficient of the two instruments were .907 & .825 respectively. Each of the instruments (checklist and questionnaires) has strong positive correlation, and as such, they were completely reliable and were adopted for the study (see appendix IV, p.114).

Method of Data Collection

A letter of request for the population of Social Studies Education Lecturers was obtained from the Head

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of the Department (HOD), Department of Educational Foundations, Godfrey Okoye University, Enugu (see appendix VI). With the letter the researcher visited the six (6) Colleges of Education in the study area and collected the requested data. The researcher also wrote an introduction and appeal to the respondents which he attached to the questionnaires. The researcher made use of two briefed research assistants in the distribution and retrieval of the instruments. The instruments (AIFISSECC and EIAISSECQ) were administered to Social Studies Education Lecturers. In some schools, the researcher employed face to face / on-the-spot mode of questionnaire administration while in some schools, the instruments were retrieved from the respondents through the secretary of the department. The latter (secretary) was requested to collect the instruments from the lecturers while the researcher collected them from the secretary within one week of administration. This was to ensure up to 90% return rate of the distributed instruments.

Method of Data Analysis

The researcher employed descriptive statistics (mean and standard deviation) to analyze the data collected from the questionnaires. The checklist for research question 1 was answered using four scales thus: Highly Available (HA); Available (A); Minimally Available (MA); and Not Available (NA).In order to determine the degree of the answer of the respondents, nominal values were assigned to the response options as follows: HA=4 points; A=3 points; Minimally Available (MA)=2 points; Not Available (NA)=1 point. The data collected from the questionnaires were analyzed using descriptive statistical tools of Statistical Package for Social Sciences (SPSS) version 20.0. Because research question 2 addressed the extent of ICT utilization, it had a different response pattern but with the same nominal values as follows: Very high extent (VHE) =4 points, High extent (HE) = 3 points, Low extent (LE) =2 points, Very low extent (VLE) =1 point.

A bench mark was determined by finding the mean of the nominal value assigned to the response options in the checklist and the questionnaire. It was decided that any of the checklist items that had mean score of 2.5 and above was regarded as accepted while any value below 2.5 was regarded as rejected.

On the other hand, inferential statistics (independent sample t-test) was used to analyze the null hypotheses. The SPSS was used for this purpose. The null hypotheses were tested at 0.05 level of significance. Once the P value was greater than 0.05, the null hypotheses was considered as not significant. But when the P value was less than 0.05, the null hypotheses was considered as significant.

RESULTS

Research Question 1

What are the available ICT facilities for the implementation of Social Studies Education Curriculum in COVID-19 era among Colleges of Education in Enugu State?

Table 1 the mean and the standard deviation of the responses on available ICT facilities for the implementation of Social Studies Education Curriculum in COVID-19 era among Colleges of Education in Enugu State.

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Table 1. Availability of ICT facilities

S/n	Item statement	N	Mean X bar	Std. Deviation S	Decision
1	Computer to access online resources.	68	3.00	.933	Accepted
2	USB or Wi-Fi access for document sharing and device connectivity	68	2.91	.747	Accepted
3	Interactive electronic white board for teaching and learning	68	2.40	1.035	Rejected
4	A digital camera for showcasing work in film or photographs	68	2.36	1.031	Rejected
5	Compact disc (CDs) for storing of data	68	2.66	1.109	Accepted
6	Pen drive for storing information or data	68	2.04	1.021	Rejected
7	Digital video displayer (DVDs) for playing moving visual images in the form of encoded digital data	68	2.34	.962	Rejected
8	Projector for digital display of documents and slides	68	2.47	.975	Rejected
9	A presentation clicker for classroom mobility.	68	1.98	.989	Rejected
10	Social media output channel for teacher-student, student-student and teacher-student-parent connection (like Face Book, Telegram)	68	2.79	.999	Accepted
11	IPad for teaching	68	2.19	1.014	Rejected
12	Smart phone for access to the internet	68	3.09	.855	Accepted
13	Projector screen for displaying digital information	68	2.38	1.012	Rejected
14	Smart television for access to audio-visual access materials	68	2.62	1.190	Accepted
15	Radio for access to lectures via radio signals	68	2.49	1.061	Rejected
16	Webinar for online seminars	66	2.74	1.144	Accepted
17	E-learning platform for online lectures	66	2.54	1.048	Accepted
18	Virtual learning for students lecturers	68	2.62	1.074	Accepted
19	Google classroom to access lecture materials	66	2.87	1.128	Accepted
20	Zoom for lectures and conferences	68	2.66	1.069	Accepted

Key: A= Accepted
R= Rejected

Some of the ICT facilities are available, e.g. Computers, Wi-Fi access, Webinar, Zoom, Compact disc (CDs), Social

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media output channel among others. Among the unavailable ones are interactive whiteboard, projector, Radio among others.

Research Question 2: To what extent do lecturers utilize ICT facilities in the implementation of Social Studies Education Curriculum in COVID-19 era among Colleges of Education in Enugu State?

Table 2. The mean and standard deviation of the responses on extent that lecturers utilize ICT facilities in the implementation of Social Studies Education Curriculum in COVID-19 era among Colleges of Education in Enugu State.

Table 3.ICT facilities utilization extent

S/N	Item Statement	N	Mean	Std. Deviation	Decision
1	ICT facilities are used in every Social Studies lesson	68	2.15	.932	R
2	Social Studies Lecturers use ICT facilities in delivering specific lectures	68	2.51	1.040	A
3	Some lecturers do not use ICT facilities in delivering the lectures	68	2.96	1.062	A
4	ICT facilities are not always used in all Social Studies classes	68	2.02	.897	R
5	Social Studies Lecturers use ICT facilities more in COVID-19 era	68	2.96	1.141	A
6	ICT facilities boost the implementation of Social Studies Curriculum	68	2.98	1.032	A
7	The use of ICT facilities has increased since COVID-19 era	68	2.89	1.026	A
8	Some Social Studies Lecturers skip the use of ICT in COVID-19 era	68	2.51	1.101	A
9	ICT facilities are indispensable in the implementation of Social Studies curriculum	68	2.98	1.032	A
10	COVID-19 has increased the extent of application of ICT facilities teaching and learning	68	3.19	.947	A
11	Lecturers use ICT facilities when they want to send assignment to students	68	2.94	.845	A
12	COVID-19 exposed more lecturers to prefer online teaching to traditional classroom teaching	68	3.87	5.918	A
13	Lecturers use ICT facilities whenever there is power supply	68	2.81	.992	A

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14	Lecturers use ICT facilities only when they have internet	68	2.96	1.083	A
15	Lecturers apply ICT in teaching only when it is convenient to them	68	2.51	1.140	A

Key: A= Accepted; R= Rejected

Some items were accepted, e.g. some lecturers do not use ICT facilities in delivering their lectures, Social Studies Lecturers use ICT facilities more in COVID-19 era, ICT facilities boost the implementation of Social Studies Curriculum, COVID-19 has increased the extent of application of ICT facilities teaching and learning, among others. Among the ones rejected was that ICT facilities were not always used in all Social Studies classes.

Hypotheses

Ho_1 There is no significant difference in the mean responses of male and female Social Studies Lecturers on the availability of ICT facilities for the implementation of Social Studies Education curriculum in COVID-19 era.

Table 6 Independent Samples Test

F	Sig	T	DF	Sig. (2-tailed)	Decision
.812	.371	.914	66	.364	Not rejected

Table 6. The F (f ratio), the Sig (significant value), the T (P value), the DF (degree of freedom) the Sig. (2-tailed) and the decision on the null hypothesis that there is no significant difference in the mean responses of male and female Social Studies Lecturers on the availability of ICT facilities for the implementation of Social Studies Education curriculum in COVID-19 era. From the analysis above the P value is .914. The P value is greater than 0.05. This actually means that there is no significant difference in the mean responses of male and female lecturers on the available ICT facilities for the implementation of Social Studies Education curriculum in COVID-19 era. Therefore, the null hypothesis is not rejected.

All are in agreement that all ICT facilities for implementation of Social Studies Education Curriculum are not available.

Ho_3 There is no significant difference in the mean responses of male and female Social Studies Lecturers on the extent of utilization of ICT facilities in implementation of Social Studies curriculum in COVID-19 era.

Table 8 Independent Samples Test

F	Sig	T	DF	Sig. (2-tailed)	Decision
.156	.694	.-252	45	.842	Rejected

Table 8 shows the F (f ratio), the Sig (significant value), the T (P value), the DF (degree of freedom), the Sig. (2-tailed) and the decision on the null hypothesis that there was no significant difference in the mean responses of male and female Social Studies Lecturers onthe extent of utilization of ICT facilities in implementation of Social Studies curriculum in COVID-19 era. From the analysis above the P- value was .-252. The P value was less than 0.05. The analysis above showed that there was significant difference in the mean responses of male and female lecturers on the extent of utilization of ICT facilities in the implementation of Social Studies Education Curriculum in COVID-19 era. Therefore, the null hypothesis was rejected. Thus all are not in agreement on the extent of utilization of ICT facilities in the implementation of Social Studies curriculum.

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Discussion of findings

Availability of ICT facilities for the implementation of Social Studies Education Curriculum

The finding here revealed that there were available ICT facilities for the implementation of Social Studies Education Curriculum in COVID-19 era. Mavellas et al (2016) who found 47% of the identified items as not available disagreed with this finding. However, the finding of the present study was not completely different from the finding of the above-mentioned work since the present study found 11 (55%) out of the 20 identified items as highly available. Be that as it may, the study above was only a case study using only a high school in Kwekwe, Zimbabwe while the present study was a study in all the Colleges of Education in Enugu State, Nigeria.

Ogumogu and Audu (2016) revealed that majority of ICT facilities were not available in schools. In the same vein, Tella (2011) suggested no availability of ICT equipment. The present study was not in line with the studies above. Time gap between the studies and the present one coupled with the high demand for ICT facilities during the COVID-19 lockdown must have contributed to the difference in the findings. Many literatures from the empirical studies disagree with this finding.

Extent of utilization of ICT facilities by lecturers in the implementation of Social Studies Education Curriculum

The study revealed that, lecturers, to a very high extent utilized ICT facilities in the implementation of Social Studies Education Curriculum in COVID-19 era. Also among the key findings here was that COVID-19 had increased the extent of application of ICT facilities in teaching and learning (m=3.19) and ICT facilities boost the implementation of Social Studies Curriculum (m=2.98). Nwosu, Shaffe and Nurzatul (2018) disagreed with these findings when they found out that the level of teachers' ICT acceptance and use in Aba North District secondary schools was low (m = 1.58). The findings also disagreed with Ogumogu and Audu (2016) who found out that those secondary school teachers did not often utilize ICT when teaching in schools.

The difference in the finding of the present study from other two may be sequel to the fact that the two were on secondary schools while the present was on colleges of education. Another reason for the difference could be as a result of progress made in the level of ICT utilization between2016 to 2018 and then to 2021 when the present study was conducted. It is also understandable that by the time those studies were carried out, the need to intensify the use of ICT was not there. But in the era of COVId-19, the fear of losing one's job can make lecturers key into the use of ICT in lecture delivery. Again, school administrators never faced the type of curriculum implantation challenges as they faced it during the COVID-19 lockdown when every school sought the avail possible way to see that it did not have its school curriculum suspended.

Furthermore, Yushau and Nannim (2020) disagreed with the finding here when they opined that lecturers have the knowledge of using ICT facilities in teaching but rarely used them in teaching. The study was carried out in Bauchi State and data collected from only one university, Abubakar Tafawa Balewa University, Bauchi. This could affect the result of the findings since the ICT utilization in one university in a part of a State is not enough to make a generalization.

Educational Implications of the study

From the findings of the study were drawn this educational implication which could be positive or negative for stakeholders in education like the Government, Educational administrators, Lecturers, parents, post-graduates, graduates and undergraduates, educational researchers: and the entire society.

Since the study revealed that there were available ICT facilities for the implementation of Social Studies Education Curriculum in COVID-19 era. This has a positive implication to stakeholders in education. The availability of the ICT facilities will bring about easy

implementation of the curriculum only when lecturers know how to use them and are willing to do so.

The study revealed that lecturers to a very high extent utilized the available ICT facilities in the implementation of Social Studies Education Curriculum in COVID-19 era and ICT facilities boost the implementation of Social Studies Curriculum. This has a positive implication to stakeholders in education because more attention will be given to the learning and procurement of ICT facilities so that curriculum implantation would be enhanced.

Recommendations

Based on the findings of the study, the researcher hereby makes the following recommendations.

Since the study revealed that lecturers to a very high extent utilized ICT facilities in the implementation of Social Studies Education Curriculum in COVID-19 era and ICT facilities boost the implementation of Social Studies Curriculum. It is hereby recommended that Government and other stakeholders in education should try to sustain the tempo of ICT facilities utilization in Colleges of Education so that students will be able to receive lectures online even when there is no pandemic or lockdown on physical schooling or public gathering. The stakeholders in education should also try to sustain and upgrade the ICT skills acquired by the lecturers during the lockdown and ensure that they utilized the ICT facilities to a very high extent.

Neither the Government nor a private proprietor should float Colleges of Education without seeing that it has sufficient ICT facilities; lecturers that are inclined to ICT with the requisite technical know-how; and other possible measures put in place to surmount the challenges encountered in the application of ICT facilities in curriculum implementation during COVID-19 as revealed by this study.

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