

TEACHERS AS CATALYSTS FOR ICT INTEGRATION IN SOCIAL STUDIES AND CIVIC EDUCATION IN ILORIN WEST LOCAL GOVERNMENT: A 21ST-CENTURY CURRICULUM PERSPECTIVE

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Abstract

As education institutions embrace technology-driven teaching and learning, the incorporation of Information and Communication Technology (ICT) into Social Studies and Civic Education has become crucial to accomplishing 21st-century skills. This study investigates the role of teachers as catalysts in implementing ICT tools in Ilorin West Local Government, Nigeria. Two research questions and 2 hypotheses were formulated and tested in this study. This study adopted a descriptive research design of survey type. The population for this study were all teachers from both public and private schools in Ilorin West Local Government area. Simple random sampling technique was used to select 200 teachers. The research instrument that was used in this study was a questionnaire. The data was analysed using descriptive and inferential statistical tools. Findings revealed that competence and extent of integration of ICT tools is low. The study found that there was a significant difference in teacher competence based on school type and there was a significant difference in the extent teachers integrate ICT tools into their classroom practice based on school type. The study recommended that school administrators and government agencies should organize training and workshops for teachers on innovative teaching strategies in teaching social studies and civic education.

Keywords: Teacher, ICT, Curriculum, Social Studies, Competency, Civic Education

Introduction

Teaching and learning of social studies and civic education in primary school need a vigorous interplay between teacher instruction and learner engagement, moving beyond conventional knowledge transmission toward active and experiential teaching approaches. According to Leming, Ellington, & Schug as cited in Linus (2018) stated that social studies instruction in primary is often characterized by rote memorization, note taking and excessive worksheets which make pupils dislike social studies

Social Studies as a discipline fosters comprehensive development in pupils. It promotes moral characteristics and values including responsibility, reliability, diligence, humility, commitment to responsibilities, patriotism, selflessness,

discipline, integrity, dignity, social justice, self-reliance, religious tolerance, patience, perseverance, harmonious coexistence, and respect for elders (Abdu-raheem, 2018). The values it educates such as responsibility, self-reliance, and respect for diversity are foundation for developing of 21st-century skills. Social studies involve observing individuals, societies, systems, and their relations over time and across various locations, preparing pupils for civic engagement at local, national, and global levels (National Council for the social studies).

Social Studies is an interdisciplinary study of social sciences and humanities designed to foster civic responsibility. It uses a holistic approach to equip students with the skills and knowledge needed to become engaged and responsible citizens (Cecilia & Asuquo, 2023). According to Chimezie and Lawson (2018), social studies centers generally on human interactions. It encompasses comprehension of how people are influenced by their surroundings and how they, in turn, change their situation to meet personal and communal needs. Chimezie and Lawson (2018) opined that social studies have contribute to the achievement of national goals by using a unique methodology that incorporates inquiry, discussions, problem-solving, project activities, and various other techniques.

Chimezie and Lawson (2018) mentioned that the goals of social studies focus majorly on rapid social change, transforming values, overall pluralism, and other issues with which today's pupils will ultimately have to deal with. Social studies education in Nigeria plays a vital role in the country's advancement into a modern state. This includes deal with the social and political issues from previous decades, nurturing present hopes for advanced ethnic relations and nationalism, and encouraging meaningful reforms to build a just and progressive society (Toye, 2023). Social studies education in primary schools plays a pivotal role in fostering the development of pupils' analytic skills including problem-solving, creative thinking, and logical reasoning.

By cultivating such skills early, social studies education lays the foundation for lifelong reasoning and civic responsibility, supporting the broader goals of 21st-century learning skill. Civics education forms a key part of social studies curricula. The feature of patriotism and morality is the focal point of every community in order for the people to live a better life. That is Opuwari et al (2019) stated that teaching of social norms, values and morals has been incorporated into school subjects like social studies and civic education. According to Ogunkeye as cited in Kayode and Omolola (2017) Civic education refers to the instruction provided to young individuals aimed at nurturing their growth and development into mature citizens who are aware of and know their rights, duties, and obligations, enabling them to engage actively in the advancement of society, or the country.

The primary objective of Civic Education is to equip future generations with the essential principles and values of democracy and a sense of responsibility in the challenges that confront the society (Opuwari et al., 2019). It inspires people to investigate different perspectives, question those in authority, and engage in constructive discussion (Toye, 2023). Civic education serves as an instrument for promoting national integration through the enhancement of tolerance, multiculturalism, and peaceful coexistence among different ethnic and religious

factions. Opuwari et al., (2019) also stated that civic education serves as a medium through pupils learn about the problem of the society and know about to effectively solve the problem.

Previous researches have reported the significant role civic education promote in the learners, Opuwari et al., (2019) revealed that effective implementation of the civic education curriculum promote patriotism among public primary school pupils. When properly taught, civic education helps young learners develop an emotional connection to their country. Toye (2023) also asserted that civic education promotes positive behaviours and instill discipline in the learners. Since social studies and civic education play a crucial role in civic competence, critical thinking, and social responsibility; these subjects need to be taught in an innovative approach.

The 21st-century curriculum structure encourages for learner-centered, technology-driven instruction that promotes creativity, collaboration, and problem-solving (Joynes et al., 2019). Information and communications technology (ICT) is the usage of computer and telecommunication technologies, tools, and system to ease the way data is generated, gathered, processed, broadcast, and stored (Paul et al., 2025). It refers to technologies that provide access to information through telecommunications. ICT denotes the integration of information technology with different connected technologies, especially communication technology. It is regarded not just as infrastructure but likewise as a resource that enhances and modern teaching, learning, and organizational functions within educational systems (Ghavifekr & Rosdy, 2015).

According to Abbas and Abubakar, ICT encompasses the integration of computing, networking, and information processing technologies, as well as their applications in the sharing of information from a source to its final destination. ICT includes hardware (tablet, computers, projectors), software (learning management systems, educational applications) and digital communication tools (internet, social media, email) that enhance teaching and learning processes (Paul et al., 2025). Incorporation of ICT in education denotes to the usage of computer based communication that integrates into day-to-day classroom teaching and learning process (Ghavifekr & Rosdy, 2015). In the field of education, ICT encompasses conventional tools such as radio, television, and telephones, in addition to contemporary technologies including computers, the internet, mobile devices, and interactive applications like Learning Management System (LMS), educational video and app and virtual laboratories (Ajitha & Vikkil, 2025; Chinwe et al. 2024).

The integration of ICT into education is to enhance the quality and accessible of educational content that would be deliver to the learners which in turn ease the work of the teacher and enhance the teachers' competence. Emanuel (2016) stated that ICT enable dynamic and interactive learning experiences, converting traditional teacher-centered approaches into student-centered, experiential learning processes. Through the integration of ICT within the classroom, learners are afforded immediate access to various resources such as books, study guides and other educational tools. Additionally, children from rural regions can access quality instructional study guides and learning materials simply by engaging with online platforms (Rahul, 2025).

Teachers, as prime agents of curriculum implementation, occupy a transformative position in linking the gap between policy and practice by implementing technology

profound into pedagogy. Teachers serve as catalysts, promoting the realization of innovative teaching approaches and modern technologies in their classrooms. Their willingness to accept change and motivate pupils to adopt similar perspectives lays the foundation for effective ICT incorporation and comprehensive curriculum reform (Maria, 2023; André 2025). The intensity of ICT integration in teaching is predominantly established by the teacher's attitudes, competencies, and pedagogical knowledge. Teachers who are well- experienced in ICT are self-confident in their use of digital tools and are more likely to apply creative instructional techniques, thus enhancing pupils learning results and encouraging digital citizenship (Olusegun & Olayinka, 2022). To reinforce teachers as catalysts for ICT-driven curriculum reform, it is essential to ensure constant professional development. Initiatives that encompass practical ICT training, peer mentoring, and access to technology resources are fundamental in empowering teachers to implement new digital pedagogy (Priyanshu, 2020). Previous research has reported disparity in the competency level of the teachers. Ikemba (2017) asserted that the existing ICT competency levels of teachers need to be elevated and sustained to foster better teaching and learning experiences. However, in study by Akor (2021), it was reported that teachers' competency in the use of ICT was high in the ten selected secondary school in Eket. Given the inconsistencies finding reported in previous researches, it is necessary to further explore teachers' competency and preparedness in integrating ICT into social studies and civic education. Therefore, this study investigated the role of teachers as catalysts for ICT integration in social studies and civic education in Ilorin West Local Government from a 21st-century curriculum perspective.

Purpose of the Study

This study investigated the teacher competency and the extent of integration ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area

Research Questions

The questions are raised for the study

- What is the level of teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area?
- To what extent are primary school teachers integrating ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area?
- What are the major challenges faced by teachers in Ilorin West Local Government in integrating ICT into social studies and civic education?

Research Hypotheses

The following hypotheses were formulated and tested in the study at 0.05 level of significance

- Ho1 There is no significant difference in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area based on school type
- Ho2 There is no significant difference in the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type

Methodology

The study adopted a descriptive research design this would enable the researcher to describe the characteristics of respondent and also describe the phenomenon of the study. The population for the study were all teachers in public and private primary schools in Ilorin west local government area. Simple random sampling techniques was used to selected 200 primary school teachers in Ilorin west local government area. An instrument tagged Teachers’ Competency and Preparedness in Integrating ICT developed by the researcher was used for data collection. The instrument consists of three sections A, B and C. Section A comprised demographic variable of the respondents while section B consists 10 items on teachers’ competency on a four (4) point Likert type scale using Strongly Agree (SA) 4, Agree (A) 3, Strongly Disagree (SD) 2, and Disagree (SD) 1, section C consisted of 5 items on teachers’ preparedness on a four Likert scale Always, Often, Sometimes and Never. The instrument was validated by expert in primary education studies. The data was analyzed using frequency count, mean, standard deviation and T-test.

Result

Research question one: What is the level of teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area?

Table 1: Mean ratings and Standard Deviations of responses teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area

S/N	ITEMS	Mean	SD
1	I can design social studies and civic education lesson plan and note using Microsoft word and PowerPoint	2.50	1.10
2.	I am confident in using ICT tools (computers, projectors, tablets) to deliver lessons in Social Studies and Civic Education	2.50	1.15
3.	I am competent in using learning management platform such as google classroom, zoom to deliver lesson	2.24	0.97
4.	I use ICT tools to assess pupils' understanding in Social Studies and Civic Education	2.30	1.09
5.	I am competent in using ICT to communicate pupils progress to their parents	3.01	0.98
6	I can customize digital learning materials to cater to different pupils learning needs in Social Studies and Civic Education	2.43	1.27
7.	I can browse the internet to search for materials to aid the teaching of social studies and civic education	2.57	1.26
8	I can effectively install software and troubleshoot problem without assistance	2.00	1.13
9	I effectively integrate multimedia (videos, simulations, presentations) into Social Studies and Civic Education teaching	2.38	1.19
10	I can design instructional materials for Social Studies and Civic Education using various ICT applications	2.01	1.05
Weighted Mean = 2.39		Disagreed < 2.5	Agreed > 2.5

Table 1 revealed teacher competency in ICT integration in teaching of social studies and civic education in primary schools in Ilorin west local government area. Items 1, 2, 5 and 7 possess high mean scores of 2.50, 2.50, 3.01 and 2.57 respectively. This shows that primary school teachers are competent in those area. from the table the weighted mean is 2.39 39 is less than the cut-off mean of 2.50. Hence, it has been revealed that the level of teacher competency in ICT integration in teaching of social studies and civic education in primary schools in Ilorin west local government area is low.

Research question two: To what extent are primary school teachers integrating ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area?

Table 2: Mean ratings and Standard Deviations on extent at which primary school teachers integrating ICT tools into teaching of Social Studies and Civic Education

S/N	ITEMS	Mean	SD
1	I use computers, project, tablets or smartboard during lessons	2.6	.923
		5	
2.	I incorporate internet-based resources (e.g. videos, articles, interactive websites) to enhance pupils engagement in my lessons	2.2	.996
		7	
3.	I use learning management platform such as google classroom, zoom to deliver lesson	1.6	.490
		1	
4.	I assess pupils using digital tools such as online quizzes, e-portfolios, or educational apps	1.8	.343
		9	
5.	I use ICT to differentiate instruction and meet the diverse learning needs of my pupils	1.9	.677
		6	
Weighted Mean = 2.07		Disagreed < 2.5	Agreed > 2.5

Table 2 revealed extent at which primary school teachers integrating ICT tools into teaching of Social Studies and Civic Education in Ilorin west local government area. Items 1, and 2 possess high mean scores of 2.65 and 2.27. This shows that primary school teachers use computers, project, tablets or smartboard during lessons and primary school teachers incorporate internet-based resources (e.g. videos, articles, interactive websites) to enhance pupils’ engagement. From the table the weighted mean is 2.07 which is less than the cut-off mean of 2.50. Hence, it was revealed is that the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area is low.

Research hypothesis one: There is no significant difference in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area based on school type

Table 3: Summary of Independent Sample T-Test Showing significant differences in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area based on school type

School type	N	Mean	St.dev	T	Df	Sig	Decision
Public	62	7.52	1.468	.636	198	.525	Not Sig
Private	138	7.38	1.415				

Table 8 shows the significant differences in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area based on school type. The t-test revealed teachers’ competency between public (M = 7.52, SD = 1.47) and private school teachers (M = 7.38, SD = 1.42). There was no statistically significant difference between the groups, $t_{(2;198)} = 0.636$, $p = 0.525$. Thus, the null hypothesis was retained, indicating that school type (public vs. private) did not significantly teachers’ competency. Therefore, there is no significant difference in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area based on school type

Research hypothesis two: There is no significant difference in the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type

Table 4: Summary of Independent Sample T-Test Showing significant differences in the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type

School type	N	Mean	St.dev	T	Df	Sig	Decision
Public	62	11.40	4.876				
				-13.22	198	.000	Sig
Private	138	18.30	2.047				

The result above showed that the p-value (.000) is less than 0.05. Hence the null hypotheses which stated that there is no significant difference in extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type is rejected. Hence, it was revealed that there is significant difference in the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type

Discussion of the Findings

This study investigated the role of teachers as catalysts for ICT integration in social studies and civic education in Ilorin West Local Government from a 21st-century curriculum perspective. The first findings revealed that level of teacher competency in ICT integration in teaching of social studies and civic education in primary schools in Ilorin west local government area is low, although some primary school teachers shows competency in some areas such as using Microsoft word and power point to design lesson plan, using computers and project to deliver lesson and using ICT to communicate pupils progress to their parents. This implies that many teachers lack the required skills and knowledge to efficiently utilize digital tools and technologies in teaching of social studies and civic education. This finding is in agreement with finding of Ekesionye et al (2023) who reported that ICT competency of teacher is low. This finding also corroborate the finding of Yinusa et al (2025) who reported that most teachers lacked adequate competence in supporting the use of computers to assess pupils learning. This finding contradict in the finding of Akor (2021) who reported that ICT competency of teachers is high

Another finding of the study reported that the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area is low. This finding shows a significant disparity between the anticipations of the 21st-century curriculum and actual classroom teaching and learning process. Despite the increase emphasis on digital literacy and technological enhanced teaching and learning, many teachers in the Ilorin west local government appear to rely mainly on conventional teaching methods, with limited use of digital tools such as computers, projectors, smart board and internet-based resources. This finding in line with the finding of Robert and Linus (2025) who reported that only few teachers integrate ICT into to their teaching practice. This finding also corroborate the finding of Fatima (2016) who revealed that the extent of ICT integration is low in Zaria which was as result low ICT facilities in some of the school.

Furthermore, there is no significant difference in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin

west local government area based on school type. It suggests that regardless of school differences, teachers within different school types have equivalent levels of ICT competency skills. This finding is in agreement with the finding of Nabin and Debanjana (2019) who reported that there is no significant difference in teacher competency in integrating ICT based on school type. This finding is in disagreement with the finding of Kumaran and Tamizhselvan (2022); Osakwe et al (2022) who revealed that there is significant difference in teacher competency in integrating ICT based on school type.

Lastly, the study revealed that there is significant difference in the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type. This suggests that the level at which primary school teacher integrate ICT tools into teaching and learning of social studies and civic education is different between public and private schools in Ilorin west local government area. This finding corroborate the finding of Philip et al (2024); Olaleye (2013); Osunwusi and Abifarin (2013) who revealed that there is significant difference in the extent at which teachers integrate ICT tools into teaching practices based on school type This finding negate the finding of Atomatofa (2025); Maisamari et al (2018) who revealed there is no significant difference in the extent at which primary school teachers integrate ICT tools into their classroom teaching practice

Conclusion

This study investigated the role of teachers as catalysts for ICT integration in social studies and civic education in Ilorin West Local Government from a 21st-century curriculum perspective. From the findings of the study, the study concluded that primary school play a significant role in ICT integration in teaching of social studies and civic education in primary school in Ilorin west local government area.

Recommendations

The following recommendations were made based on the findings of the study:

1. School administrators should implement constant professional development programmes focused on ICT integration for teachers
2. Government and school administrators should equip both public and private primary school the essential ICT tools necessary for ICT integration in primary schools
3. Given that the competency levels of teachers are the same across different types of schools, education stakeholders should establish standardized ICT training programmes that provide equal opportunities for all teachers
4. Policymakers should design directed interventions to decrease the different in ICT integration between public and private schools

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