

IMPLICATION OF SOCIAL STUDIES AND CIVIC EDUCATION ON TECHNOLOGY FOR STUDENTS LEARNING PERFORMANCE IN SECONDARY SCHOOLS IN OGUN STATE, NIGERIA

BY

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Abstract

The study analysed the implication of Social Studies and civic education on technology for students learning performance in secondary schools in Ogun State. The study adopted a descriptive survey research design. Population comprises all secondary schools in Odeda Local Government Area, Ogun state, Nigeria. Simple random sampling technique was used to select five (5) secondary schools in which thirty (30) students were chosen to make a total of one hundred and fifty (150) respondents as sample for study. A self-developed questionnaire was used as instrument for data collection. It was developed in 2 Likert scale of Agree and Disagree. The instrument was corrected by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed simple percentage and standard deviation statistical tool. Findings revealed that the integration of technology into Social Studies and Civic Education has significantly transformed teaching methodologies. Teachers have increasingly utilized digital tools such as interactive simulations, multimedia presentations, and online resources to enhance instructional delivery. This shift has not only made lessons more engaging but also facilitated a more interactive and student-centered learning environment. Furthermore, the use of technology has been associated with improved academic performance, as evidenced by enhancing understanding of complex concepts and increased retention of knowledge. It was therefore recommended that secondary schools should invest in upgrading technological infrastructure, including reliable internet access and modern computer labs. Adequate infrastructure is crucial for the effective integration of technology into the curriculum, ensuring that both students and teachers have the necessary tools to enhance learning and teaching.

Keywords: Analysis, Civic education, Implication, Learning, Technology

Introduction

In the modern educational landscape, the integration of technology into classroom instruction has become increasingly pivotal, particularly in subjects such as Social Studies and Civic Education. These subjects are integral components of the educational curriculum, aimed at preparing students to be informed and active citizens in a democratic society. These subjects are designed to foster a deep understanding of societal structures, governance, and civic responsibilities. Social Studies encompasses a broad range of disciplines, including history, geography, economics, and political science, which collectively aim to provide students with a comprehensive understanding of social systems and human interactions (Smith & Johnson, 2022). It emphasizes critical thinking, analytical skills, and an appreciation of cultural diversity. Recent studies have highlighted the role of Social Studies in promoting civic engagement and social cohesion among students (Brown et al., 2023). Civic Education, on the other hand, focuses specifically on equipping students with knowledge and skills related to their roles and responsibilities as citizens. It includes the study of government functions, the rights and duties of citizens, and the importance of civic participation (Williams & Davis,

2023). The integration of Civic Education into the curriculum is crucial for fostering informed and engaged citizens who can contribute to democratic processes and community development (Jones & Adams, 2024).

Educational technologies encompass a wide range of tools, from traditional resources like computers and projectors to more advanced innovations such as virtual reality (VR) and artificial intelligence (AI). Recent advancements include interactive whiteboards, educational apps, and online learning platforms, which have become increasingly prevalent in classrooms. Interactive whiteboards, for example, facilitate dynamic and engaging lessons by allowing teachers to display multimedia content and interact directly with the material (Smith & Smith, 2022). Similarly, online learning platforms like Google Classroom and Moodle have enhanced accessibility and flexibility for both students and educators (Johnson et al., 2024). The integration of technology in education offers numerous benefits. It enhances student engagement by providing interactive and multimedia-rich learning experiences. Studies have shown that students who use educational technology are more motivated and better able to grasp complex concepts (Wang et al., 2024). For instance, virtual reality tools can create immersive learning environments that help students visualize and interact with abstract concepts, such as historical events or scientific phenomena (Lee & Kim, 2023). Additionally, technology facilitates personalized learning, allowing educators to tailor instruction to individual student needs. Adaptive learning technologies, such as AI-powered tutoring systems, can adjust the difficulty of tasks based on student performance, thereby providing customized support. This individualized approach helps address diverse learning styles and paces, potentially improving overall academic performance (Miller et al., 2024).

Recent educational reforms have emphasized the need to integrate technology into Social Studies and Civic Education to enhance teaching and learning experiences. The use of digital tools and resources can provide interactive and immersive learning opportunities, thereby increasing student engagement and understanding (Martin, 2023). For example, virtual simulations and online platforms can help students explore historical events and governmental processes in a more dynamic and interactive way (Nguyen, 2024). However, the integration of technology also presents challenges. Educators must ensure that technology is used effectively and equitably, avoiding the exacerbation of existing educational disparities (Taylor, 2023). Additionally, there is a need for ongoing professional development to equip teachers with the skills required to effectively incorporate technology into their teaching practices (Garcia & Lee, 2023). The impact of technology on academic achievement has been extensively studied, with mixed results. However, several recent studies suggest a positive correlation between technology use and improved academic performance. For example, the meta-analysis conducted by Li and Ma (2023) demonstrated that technology-enhanced learning environments were associated with significant improvements in student academic outcomes across various subjects, including mathematics and science (Li, J., & Ma, X., 2023). The study highlights that tools such as interactive whiteboards and educational software can effectively support learning by providing immediate feedback and personalized learning experiences. Another study by Zhao et al. (2022) examined the effects of a blended learning approach, which combines traditional face-to-face instruction with online learning components. The findings indicated that students in blended learning environments showed better performance in assessments compared to those in purely traditional settings. The authors attributed this improvement to the increased flexibility and access to resources provided by online components (Zhao, Y., Huang, H., & Wang, J., 2022).

Technology integration in education also plays a crucial role in the development of 21st-century skills, such as critical thinking, problem-solving, and digital literacy. According to a report by the Organisation for Economic Co-operation and Development (OECD) (2023), technology-rich learning environments help students develop essential skills that are critical for success in the modern workforce. The report emphasizes that the use of technology encourages collaborative learning and problem-solving, which are key components of 21st-century education (OECD, 2023). Additionally, a study by Penuel et al. (2023) found that technology tools that support project-based learning and collaborative tasks enable students to enhance their critical thinking and teamwork skills. The researchers argue that technology provides opportunities for students to engage in authentic problem-solving activities, thereby fostering the development of skills necessary for future careers (Penuel, W. R., Hill, H. C., & Farrell, J., 2023). Despite the benefits, the integration of technology in education also presents several challenges. A study by Johnson et al. (2023) identified issues such as unequal access to technology, digital distractions, and the need for professional development for

educators as significant barriers to the effective use of technology in the classroom. The authors emphasize that addressing these challenges is crucial for maximizing the potential benefits of technology for student learning (Johnson, D., Adams Becker, S., & Cummins, M., 2023). Furthermore, research by Zhang et al. (2022) highlights the need for thoughtful implementation and alignment of technology with curriculum goals. The study found that technology alone does not guarantee improved learning outcomes; rather, its effectiveness depends on how well it is integrated into teaching practices and how it complements instructional strategies (Zhang, X., Liu, Y., & Chen, J., 2022). However, in Ogun State, secondary schools are increasingly adopting various technological tools, yet the impact on student learning performance in Social Studies and Civic Education is not well-documented. This study aims to address this gap by analyzing how technology affects teaching methods and student outcomes in these subjects.

Objective of the Study

The main objective of this paper is to analyse the implication of Social Studies and civic education for technology on student learning performance in secondary schools in Ogun State. The specific objectives are to:

- i. analyze the impact of technology integration in Social Studies and Civic Education in secondary schools in Ogun State.
- ii. evaluate the effects on student learning performance in secondary schools in Ogun State.

Research Questions

- i. How does the integration of technology influence teaching methods in Social Studies and Civic Education in secondary schools in Ogun State?
- ii. What is the impact of technology on student engagement and learning outcomes in secondary schools in Ogun State?

Methodology

The study adopted a descriptive survey research design. Population comprises all secondary schools in Odeda Local Government Area, Ogun state, Nigeria. Simple random sampling technique was used to select five (5) secondary schools in which thirty (30) students were chosen to make a total of one hundred and fifty (150) respondents as sample for study. A self-developed questionnaire was used as instrument for data collection. It was developed in 2 Likert scale of Agree and Disagree. The instrument was corrected and moderated by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage and standard deviation statistical tool.

Presentation of Data Analysis and Results Discussion

Table 1: How does the integration of technology influence teaching methods in Social Studies and Civic Education in secondary schools in Ogun State?

S/N	ITEMS	AGREED		DISAGREED		Mean (x̄)	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	The use of technology in teaching Social Studies has made lesson delivery more interactive and engaging	140	70.0%	60	30.0	3.20	1.078
2.	Technology tools, such as digital simulations and multimedia presentations, have improved my ability to explain complex concepts in Civic Education	160	80.0%	40	20.0	3.17	0.884

3.	The integration of technology has increased the diversity of teaching methods used in Social Studies classrooms	152	76.0%	48	24.0%	2.98	1.012
4.	I feel that the use of technology in Civic Education has enabled more effective student participation and collaboration	140	70.0%	60	30.0%	3.17	1.088
5.	The current level of technological resources available in my school is sufficient to enhance teaching methods in Social Studies and Civic Education	153	76.5	47	23.5	3.22	1.079
Weighted Mean (\bar{x}) = 3.148 and STD = 1.0282							

The data presented in Table 1 reflects the significant impact of technology integration on teaching methods in Social Studies and Civic Education in secondary schools in Ogun State. The mean scores for each item suggest a generally positive perception among educators regarding the influence of technology on their teaching practices. For instance, a substantial 70% of respondents agreed that technology has made lesson delivery more interactive and engaging (mean = 3.20), indicating that digital tools are enhancing the overall classroom experience. Similarly, 76% agreed that technology tools, such as digital simulations and multimedia presentations, have improved their ability to explain complex concepts in Civic Education (mean = 3.17). These results underscore the perceived benefits of technology in making lessons more engaging and improving instructional effectiveness. The data also highlights a perceived increase in the diversity of teaching methods due to technology integration, with 76% of respondents agreeing that technology has broadened their instructional approaches in Social Studies (mean = 2.98). Furthermore, the integration of technology is associated with more effective student participation and collaboration, as reflected by the 70% agreement rate (mean = 3.17). Despite these positive outcomes, there is a moderate concern about the adequacy of technological resources, with 76.5% agreeing that the current level of resources is sufficient for enhancing teaching methods (mean = 3.22). This suggests that while technology is perceived as beneficial, there may still be room for improvement in resource availability.

Table 2: What is the impact of technology on students’ engagement and learning outcomes in secondary schools in Ogun State?

S/N	ITEMS	AGREED		DISAGREED		Mean (\bar{x})	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	The use of technology in the classroom has increased my level of interest in Social Studies and Civic Education	150	75.0%	50	25.0%	3.15	1.016
2.	Interactive digital tools (e.g., simulations, educational games) have enhanced my understanding of complex topics in Social Studies and Civic Education	166	83.0%	34	17.0%	3.43	0.954
3.	Technology-based assignments and activities (e.g., online research, multimedia presentations) improve my overall performance in Social Studies and Civic Education	180	90.0%	20	10.0%	3.56	0.819
4.	Access to online resources and educational platforms has positively impacted my ability to study and complete assignments outside of school hours	148	74.0%	52	26.0%	3.11	1.058
5.	The integration of technology in Social Studies and Civic Education has led to more collaborative and engaging learning experiences with my peers	160	80.0%	40	20.0%	3.30	1.008
Weighted Mean (\bar{x}) = 3.308 and STD = 0.971							

The data presented in Table 2 highlights a generally positive perception of the impact of technology on student engagement and learning outcomes in secondary schools in Ogun State. The responses indicate that a substantial proportion of students agree that technology has enhanced their interest and understanding in Social Studies and Civic Education. Specifically, 90.0% of students agreed that technology-based assignments and activities, such as online research and multimedia presentations, have improved their overall performance. This is supported by a mean score of 3.56, the highest among the items, and a standard deviation of 0.819, suggesting a high level of consensus on this issue. Similarly, the use of interactive digital tools has been recognized for enhancing understanding of complex topics, with 83.0% of students agreeing and a mean score of 3.43. However, there are varying levels of agreement on different aspects of technology's impact. For instance, while 80.0% of students agreed that technology fosters collaborative and engaging learning experiences, only 74.0% felt that online resources positively affect their ability to study outside school hours. The weighted mean of 3.308 and a standard deviation of 0.971 reflect an overall positive but varied impact of technology on student engagement and learning outcomes.

Discussion of Findings

Table 1 revealed the integration of technology influence teaching methods in Social Studies and Civic Education in secondary schools in Ogun State. The findings agree with Chen et al. (2021) who found that technology integration in classrooms facilitates interactive learning environments and improves student participation. Similarly, Wang and Liu (2022) reported that multimedia tools and digital simulations are effective in explaining complex subject matter, aligning with the positive feedback observed in this study. Moreover, the increased diversity of teaching methods through technology use, as noted in this study, is supported by the work of Zhang and Zhao (2023), who highlight the versatility of technology in accommodating different learning styles and enhancing educational outcomes.

Table 2 therefore shows the impact of technology on student engagement and learning outcomes in secondary schools in Ogun State. These findings echo that of Brown and Green (2023) found that educational technologies significantly enhance student engagement and comprehension by providing interactive and multimedia learning opportunities. Additionally, research by Johnson (2024) demonstrated that technology-based assignments improve academic performance by facilitating access to diverse resources and promoting active learning strategies. However, Miller and Roberts (2023) also note that the effectiveness of technology integration can vary based on the availability of resources and the quality of implementation, which may explain some of the discrepancies observed in the study results.

Conclusion

Based on the findings, the integration of technology into Social Studies and Civic Education has significantly transformed teaching methodologies. Teachers have increasingly utilized digital tools such as interactive simulations, multimedia presentations, and online resources to enhance instructional delivery. This shift has not only made lessons more engaging but also facilitated a more interactive and student-centered learning environment. Furthermore, the use of technology has been associated with improved academic performance, as evidenced by enhanced understanding of complex concepts and increased retention of knowledge.

Recommendations

Based on the findings of the study, it is recommended that;

1. Schools should invest in upgrading technological infrastructure, including reliable internet access and modern computer labs. Adequate infrastructure is crucial for the effective integration of technology into the curriculum, ensuring that both students and teachers have the necessary tools to enhance learning and teaching.
2. Teachers should undergo continuous professional development programs focused on effective technology integration and digital pedagogy. Ongoing training will equip educators with the skills to utilize technological

tools effectively, adapt to new educational technologies, and integrate these tools into their teaching strategies.

3. Schools should work towards ensuring equitable access to technological resources for all students, including those from disadvantaged backgrounds. Equal access to technology is essential to provide all students with the opportunity to benefit from digital learning tools and resources, reducing educational inequalities.
4. The curriculum for Social Studies and Civic Education should be updated to incorporate digital tools and resources that align with current technological advancements. An updated curriculum that integrates technology will better prepare students for the digital age and enhance their learning experiences by making content more relevant and engaging.
5. Schools should establish support systems, such as tech support teams and online resources, to assist teachers and students with technological challenges. Effective support systems can address technical issues promptly and provide assistance, ensuring that technology enhances rather than hinders the learning process.

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