Research Paper

Availability and Utilization of Information and Communication Technology (ICT) Facilities in Teaching of Social Studies in Secondary Schools in Enugu State, Nigeria

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ABSTRACT

The study investigated the availability and utilization of Information and Communication Technologies (ICT) facilities for teaching Social Studies in secondary schools in Enugu State. Two research questions guided the study. The population comprised all the three hundred and thirty nine (339) Social Studies teachers in the two hundred and ninety one (291) urban and rural public secondary schools in Enugu State. All the Social Studies teachers were used as sample for the study. The instrument for data collection was a 26-item questionnaire developed by the researcher. The instrument was subjected to face validation by three (3) specialists. The reliability of the instrument was ascertained using Cronbach Alpha. Reliability coefficients of 0.78 and 0.80 respectively were obtained for clusters B1 and B2 respectively, with a reliability coefficient of 0.79 for the whole instrument. The instrument was administered to the respondents by the researcher and three briefed research assistants. The questionnaires were administered to all the teachers and collection made on the spot. The data collected were analyzed using mean and standard deviation. t-test analysis was used to test the hypotheses at 0.05 level of significance. Result revealed that ICT facilities for teaching Social Studies were not adequately available in urban and rural secondary schools in Enugu State; the available ICT facilities were not adequately utilized. Recommendations were made in line with the findings.
KEY WORDS: Information and Communication Technology, Education, Availability, Utilization, Social Studies

I.   INTRODUCTION

Information and Communication Technologies (ICT) have become important part of the society especially in education sector. Its use in Nigerian schools started in the early 1980's and several researchers have noted that it is now an important part of education (Lefebvre, 2006). The quick rate at which ICT has advanced since the mid twentieth century; the blending and frequency of ICT use led to advancement, globalization and new opportunities in education (Nwangwu, 2006, Ejinwa, 2018). The use of ICT has brought changes in teaching and research. The importance of ICT to the field of teaching cannot be overemphasized. Onuigbo and Onuigbo (2006) assert that the world is moving through the information super highway with arrangement of computers that facilitate one to obtain relevant information for specific purposes. Through ICT, teachers have contact to remarkable quality and reliable information in all areas of education studies. It serves as a platform for acquisition and knowledge transfer between individuals, groups, students and teachers (Ejinwa, 2018).

Information and communication technologies are tools that are used to create processes, store, retrieve, distribute and exchange information. ICT has progressively become the most powerful tool for participating in virtually all global activities such as global market, promoting political responsibility, improving the delivery of basic services and enhancing local development opportunities (United Nations Development Programme, UNDP, 2006 in Kuyoro, Awodele & Okolie 2012). Information and Communication Technology according to Bamidele (2006) is a modification that involves the use of computers, internet and other telecommunication

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gadgets in every stage of human efforts. Jimoh (2007) sees ICT as the management and dispensation of information; texts, images, graphs, instruction, using electronic equipment such as computers, cameras, telephone etc. The change from teacher-centered education to learner-centered education the world over contributes to the use of ICT facilities in education. Egomo, Enyi & Tah (2012) posit that ICT is typically articulated mathematically as computer + telecommunication = information technology. ICT is any electronic product that stores, retrieves, manipulates, transmits or receives information in a digital form (Yusuf, Bashir & Dare, 2013).

Accordingly, Ajayi and Ekundayo (2009) posit that ICT is a development linking information and using every kind of electronic devices for handling and dissemination of information.

The most important key to education is the transmission or transfer of information from the teacher to the learner. The development in ICT has great potentials for improvement in quality of education which will expand learning opportunities in different subjects and make information accessible. The existence of ICT in the interactive educational environment helps to expand thinking skills and make the classroom an environment for educational development. ICT can also help students to develop critical thinking skills which may spread to diverse circumstances, may also require investigation and acquisition of skills (Al Hudhaifi & Aldoghaim, 2005). ICT proffers deeper benefits than simply making teaching of subject like Social Studies attractive to students.

Social Studies is one of the core subjects in the school curricula for junior secondary school education. Social Studies is an important foundation course needed for future preparation of students in social science subjects such as History, Government, Economics and Geography. Godfrey (2009) maintains that Social Studies which is taught for three years of the junior secondary school, is expected to lay the foundation to numerous social science-based professions. It is concerned with developing citizens, who are competent and capable of exploring available resources for Nigerian society. Social studies address totality of man's interaction with his environment and how he can develop problem solving skills and critical thinking. Social studies is viewed as a panacea for the solution of socio – cultural, political, and conflict resolutions in the society (Ugo, 2019). Teaching and learning about the values, attitude and needs of contemporary society can be achieved using ICT facilities to bridge the geographical barrier. Teaching using ICT facilities helps to widen the mental horizons of the learner in order to address the problems of the society. Yusuf (2014) is of the opinion that use of ICT facilities in teaching is done with three aims in mind: technology solving existing problems; improve on the quality of education; and could bring about an innovation style in teaching and learning. The use of ICT facilities in teaching social studies assists and provides the teacher with interesting and compelling platform for conveying information in order to motivate learners to learn more. According to Castro Sanchez and Aleman (2011), ICT facilities assist in transforming teaching into learner centered environment where teaching and learning no longer depend on printed materials. The objectives of social studies programme are quite laudable and achieving such objectives depends on effective utilization of available ICT facilities in teaching.

Successful assimilation of ICT in the school system depends largely on availability of ICT facilities. Equally important is the attitude and competence of teachers towards the use of these modern technologies in teaching. It is essential for ICT to be integrated in teaching strategies for integrating technology into teaching Social Studies. Availability of ICT facilities as teaching instrument avail every student the opportunity to work with ICT gadgets (Ajayi & Ekundayo, 2009). Usage of Information and Communication Technologies helps to enhance and encourage creativity in teachers and this applies also to instruction in Social Studies. In line with these thoughts, Akuegwu (2011) asserts that ICT has the prospect to speed up, improve and deepen teachers' skills, and motivate them; help to relate school proficiency and contribute to radical changes in schools in order to strengthen teaching. There is therefore need to use ICT to strengthen teaching in social studies. Hence, use of ICT facilities in teaching will only be possible when they are available and accessible. Moreover, Agbo (2015) opines that lack of access to ICT facilities when needed hinders majority of teachers from using it in teaching. This implies that access to ICT facilities is requisite for teachers' effective and adequate use of ICT in teaching Social Studies in secondary schools. Moreover, Agbo (2015) opines that lack of access to ICT facilities when needed hinders majority of teachers from using it in teaching. This implies that access to ICT facilities is requisite for teachers' effective and adequate use of ICT in teaching Social Studies in secondary schools.

Availability of valuable Information and Communication Technology facilities in teaching and adequate utilization of the facilities add greatly to quality in education. Availability of current ICT facilities for instance, computer and other peripherals are essential for teaching in recent time. Okeke (2013) is of the opinion that the key instrument to education development is the computer. This means that computer remains the key technology available for modern teaching. The success of teaching through the use of ICT facilities is mostly dependent on the availability of facilities. With the development of technology, teachers need to be adapted to the modern facilities and improve their receptiveness, skills, and competencies in the use of ICT in teaching social studies competently in the classroom (Ike, 2014). Utilization of available ICT facilities will not be adequately engaging unless the learners have the understanding, capability and courage to incorporate and use it

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in their daily work (Okogu, 2011). William (2010) admits that the use of available facilities in teaching is of main concern to teachers worldwide. In other words, teaching Social Studies with the aid of computer is necessary.

Computer Assisted Instruction (CAI) is a valuable ICT resource in teaching. Computer Assisted Instruction (CAI) is the use of computer in educational background and frequently refers to drill and practice; lecture or mock-up activities offered either by students or as addition to conventional teacher- directed teaching (Doggett, 2008). These authors affirmed that the use of CAI in addition to traditional teacher-directed instruction achieves better goals when compared with those obtained with traditional instruction alone. Microsoft power point is an ICT facility available for teaching Social Studies (Olasukanmi, 2006). This author further explains it as presentation software that enables visual organization and communication of idea. For instance, a Social Studies teacher teaches the class on a topic "Child Mortality" using power point. This presentation helps students visualize the practice on the projector which only talk and chalk arrangement of teaching cannot guarantee. Accordingly, with power point presentation, the teacher can disseminate the presentations with sound, animation, charts, graphics, narration and video thereby making the instruction lively. Microsoft power point is an essential tool for teaching social studies as a subject in secondary schools. Spread sheet excel is another important ICT facility used in teaching. It is a computer-based ICT programme that can make instruction in social studies lessons easier than the conventional method of ruling lines and expression of figures on the chalkboard. A social studies teacher can use this ICT device to draw tables, graphs, enter records to make some points clear in the teaching process.

Utilization of facilities suggests the reasonable use of available resources to an enterprise especially in education sector for effective execution of school curriculum. Utilization according to Hornby (2015) is to use something especially for a practical purpose. Amalu (2015) defines utilization as the means of using items to improve educational practice. Thus, utilization of available ICT facilities in teaching refers to the method of using ICT strategies in improving the value and practice of teaching in secondary schools. Utilization of ICT facilities involves various methods which include systematized feedback, computer-based operation/network, video conferencing and audio conferencing, internet and computer assisted instruction (Ajayi, 2008). Utilization of ICT is the arrangement and circulation of instructional content through electronic teaching in order to improve learning and communication (Yusuf, 2005). This signifies that when available ICT facilities are properly utilized, it comprises current tools for inspiring teaching, learning and conducting research. Utilization according to Ngurukwem (2005) refers to the amount of available time within which a scheme is operated in terms of educational resources usage at all levels. It becomes crucial to utilize available instructional resources especially ICT resources such as computers and other ICT peripherals in teaching social studies in both urban and rural communities in Enugu State. Chigano (2010) opine that utilization of computers and web innovation in teaching is important evidence to teachers' capability in executing the teaching job. Access on how much of available ICT resources are utilized in teaching Social Studies in urban and rural secondary schools in Enugu State is therefore necessary.

The use of ICT facilities is essential for the achievement of Social Studies objectives and to essentially make the subject effectively serve both the social, economic and political direction of the nation. Ajayi (2008) in his study upholds that the successful utilization of ICT in teaching depends on the availability of related ICT facilities and teacher's capability in using them. Availability as used in this study refers to services and resources that can be easily accessed in the discharge of teaching activities. Abifarin (2015) posits that availability involves having resources set to be used, being capable to use them or without difficulty establish their uses. Availability of teaching facilities as well as sufficient personnel will inspire the students and also increase teachers' efficiency and boosts productivity in the implementation of social studies which the present study is out to examine.

A major issue relating to availability is extent of utilization. Utilization according to Ngurukwem (2005) is the amount of the available time a scheme is operated in terms of educational resources usage at all levels. It becomes crucial to utilize available instructional resources such as human, material, physical and financial in both urban and rural communities in Enugu State. Chigano (2010) opines that utilization of computers and web innovation in teaching is important evidence to teachers' capability in executing the teaching job. There is need to access how much of available ICT resources are utilized in teaching social studies in urban and rural secondary schools in Enugu State. Assessment of availability and utilization of ICT facilities in teaching Social Studies was carried out along urban and rural divide. A digital crack may exist between urban and rural schools as a result of various challenges the rural communities experience (Akanbi & Akanbi, 2012). Through a chain of technology interventions for rural communities, many rural schools now have access to technology, but the usage is minimal due to other huge challenges, such as, lack of basic infrastructures.

Information on availability and utilization of ICT facilities for Social Studies instructions in secondary schools in Enugu State seems to be scanty. Adomi and Kpangban (2010) attest to this by asserting that Mobile Internet Unit distributed across schools are so little such that some urban and most rural schools are yet to

benefit from this requirement. It then becomes necessary to access availability and utilization of ICT facilities in secondary schools in Enugu State. An ICT motivated learning environment is important for the Nigerian child. In the past years, what dominated the classroom in Nigeria was mainly the chalkboard and textbooks. Though radio, television and film have been used for educational process in many countries of the world, they seem not to be common features in the Nigerian classroom. In this present age, ICT seems inevitable and had impacted very heavily on the educational system. Computer is capable of activating the sense of sight, hearing and touch of the user. It has the ability to provide higher interactive potentials and develop individual intellectual and creative ability to the user. The National Policy on Education stipulates that government is supposed to provide the necessary ICT facilities and training needs in secondary schools. However, research evidences are indicative that secondary schools in Enugu State might be deficient to some extent in the ICT facilities accessible for teaching and learning. There is therefore the need to determine ICT facilities available for utilization in secondary schools, for the implementation of Social Studies programme. Therefore, the problem of this study put in question form is what are the ICT facilities available and utilized in teaching Social Studies in secondary schools in Enugu State?

Research Questions
  i.   What are the ICT facilities available for teaching Social Studies in urban and rural secondary schools in Enugu State?
 ii.   To what extent do teachers utilize available ICT facilities for teaching Social Studies in urban and rural secondary schools in Enugu State?

II.   METHODOLOGY

The study adopted descriptive survey design. The study was carried out in Enugu State which is one of the States in South East geopolitical zone of Nigeria. The study was carried out in public secondary schools in Enugu State which is made up of six education zones namely: Enugu, Awgu, Agbani, Obollo-Afor, Udi and Nsukka. Enugu State has boundary with Anambra on the west, Abia/Imo on the south, Kogi State on the North and Benue and Ebonyi State on the East. This study considered availability and utilization of ICT facilities in both urban and rural public secondary schools in Enugu State. The population of the study consisted of all Social Studies teachers in government own secondary schools in Enugu State. The population of Social Studies teachers is three hundred and thirty nine (339) in the two hundred and ninety one (291) urban and rural public secondary schools in Enugu State. All the Social Studies teachers in urban and rural secondary schools were used for the study. The entire population was used because the number of teachers was 339 and is considered small and manageable. The instrument used for data collection was developed by the researcher and titled: Availability and Utilization of Information and Communication Technologies Questionnaire (AUICTQ). The questionnaire has two sections – A and B. Section A of contained the background information of the respondents such as the location. Section B is in two clusters containing items structured to answer two research questions. Cluster A contains eighteen items on ICT facilities available for teaching Social Studies. Cluster B contains eight items on utilization of ICT facilities for teaching Social Studies. In all AUICTQ contains 26 items structured along the 4-point rating scale that requests the respondents to make the following responses, Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), Very Low Extent (VLE), or Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagree (SD), as presented in the clusters. The response pattern was made to suit the nature of the research questions. The respondents were requested to tick (√) in the option that best supported their opinion on each of the items. The response for cluster A is SA, A, D and SD because it seeks to know the level of acceptance of opinion presented in the items while cluster B is VGE, GE, LE and VLE since it seeks to determine the extent of agreement with the opinion presented in the items. The instrument was validated by three (3) specialists, one in Social Studies, one in Measurement and Evaluation and the other in Curriculum and Instructions all in Godfrey Okoye University Ugwuomu Nike, Enugu. The validators made corrections that were used to modify the items in the final instrument. The instrument was administered to the respondents by the researcher with the help of three briefed research assistants. The questionnaires were administered to all the teachers in their various schools and collection made on the spot. Where questionnaire could not be retrieved on the spot, the research assistants revisited schools visited earlier. The data collected in this study were analyzed using mean and standard deviation to address the research questions and t-test statistics for the hypotheses tested. Responses relating to each research question tallied and weighted using the four-point rating scale. The total weighted frequency was used to determine the mean ratings for each item. Any mean rating up to 2.5 are accepted or agree while those below 2.5 were rejected or disagree. Great extent or strongly agreed means that there is high availability of ICT facilities in secondary schools while low extent means low availability in secondary schools. The hypotheses were tested at 0.05 significance level using t-test analysis. All the analyses were done using Statistical Package for Social Sciences (SPSS).

III. RESULTS AND DISCUSSION

Table 1: Mean and Standard Deviation on the ICT Facilities Available for Teaching Social Studies in Urban and Rural Secondary Schools in Enugu State

N = 326

S/N	Items The following ICT facilities are available for teaching Social Studies in urban and rural secondary schools in Enugu State	URBAN			RURAL			OVERALL		
		$\bar{x}$	SD	DEC	$\bar{x}$	SD	DEC	$\bar{x}$	SD	DEC
1	Computers	2.30	1.11	D	2.44	1.12	D	2.40	1.12	D
2	Scanners	2.41	1.17	D	2.31	1.15	D	2.34	1.15	D
3	Printers	2.42	1.18	D	2.42	1.11	D	2.42	1.13	D
4	Projectors	2.32	1.24	D	2.44	1.17	D	2.40	1.19	D
5	Electronic boards	2.18	1.18	D	2.42	1.10	D	2.34	1.13	D
6	Digital cameras	2.52	1.18	A	2.42	1.10	D	2.45	1.12	D
7	CD-ROM	2.34	1.10	D	2.37	1.11	D	2.36	1.11	D
8	Mobile phones	2.49	1.11	D	2.40	1.17	D	2.43	1.16	D
9	Digital Video Discs (DVD)	2.15	1.18	D	2.38	1.18	D	2.30	1.18	D
10	Microphones	2.30	1.20	D	2.40	1.07	D	2.37	1.11	D
11	Radio	2.34	1.20	D	2.33	1.15	D	2.34	1.16	D
12	Film strip projector	2.43	1.14	D	2.43	1.07	D	2.43	1.09	D
13	Fax machines	2.02	1.19	D	2.30	1.13	D	2.21	1.16	D
14	Tape recorders	1.84	1.13	D	2.29	1.11	D	2.15	1.14	D
15	Television	2.50	1.11	A	2.40	1.03	D	2.43	1.06	D
16	Video clips	2.21	1.25	D	2.31	1.18	D	2.28	1.20	D
17	Laptops	1.96	1.14	D	2.37	1.16	D	2.24	1.17	D
18	Ipads	2.03	1.09	D	2.37	1.16	D	2.26	1.15	D
	Grand Mean and Standard Deviation	**2.27**	**1.16**	**D**	**2.38**	**1.13**	**D**	**2.34**	**1.14**	**D**

Key: $\bar{x}$ - mean; SD -Standard Deviation; DEC - Decision; D - Disagree; A - Accept

The results of data analysis in table 1 showed that the overall mean responses of items 1 to18 were less than the cut-off point of 2.50, therefore considered to be disagree (D). However, high mean responses were recorded for items 6 and 15 among urban teachers, indicating that they agreed that digital cameras and televisions were available in their schools. This was not the case for teachers in rural schools. Overall, mean responses for both items show that, on the   the teachers disagreed on the availability of digital cameras and television in their schools. The value of the grand mean for all the items was 2.27 (SD = 1.16) and 2.38 (SD = 1.13) for teachers in urban and rural schools respectively, while the overall mean responses was 2.34 with a standard deviation of 1.14. This implies that the ICT facilities were poorly available in the schools.

Table 2: Mean and Standard Deviation on the Extent to which Teachers Utilize Available ICT Facilities for Teaching Social Studies in Urban and Rural Secondary Schools in Enugu State

N = 326

S/N	Items The following ICT facilities are utilized for teaching Social Studies in urban and rural secondary schools in Enugu State	URBAN			RURAL			OVERALL		
		$\bar{x}$	SD	DEC	$\bar{x}$	SD	DEC	$\bar{x}$	SD	DEC
19	Computers are usually used by teachers in teaching Social Studies in my school	2.47	1.13	LE	2.34	1.19	LE	2.38	1.17	LE

20	Teachers use projector as teaching facility in teaching Social Study	2.25	1.12	LE	2.08	1.14	LE	2.14	1.14	LE
21	Social Studies teachers effectively utilize whiteboard in teaching Social Studies	2.00	1.23	LE	2.00	1.14	LE	2.00	1.17	LE
22	Videos are used in teaching Social Studies	2.02	1.08	LE	2.08	1.09	LE	2.06	1.09	LE
23	Teachers do make use of radio in teaching of Social Studies in my school	2.18	1.16	LE	1.95	1.15	LE	2.02	1.15	LE
24	Internet facilities are used by teachers for searching information updating e-mails, group chats, etc.	2.53	1.19	GE	2.38	1.15	LE	2.43	1.16	LE
25	ICT facilities are used by Social Studies teachers in schools	2.07	1.11	LE	2.04	1.16	LE	2.05	1.14	LE
26	Teachers often use microphones to teach Social Studies	2.22	1.19	LE	2.05	1.20	LE	2.10	1.20	LE
Grand Mean and Standard Deviation		**2.22**	**1.15**	**LE**	**2.11**	**1.15**	**LE**	**2.15**	**1.15**	**LE**

Key: x̄ - mean;   SD – Standard Deviation;   DEC – Decision;   D – Disagree; A - Accept

The results of data analysis in table 2 showed that the overall mean responses of items 19 to 26 were less than the cut-off point of 2.50, therefore considered to be low extent (LE). However, high mean response was recorded for item 24 ($\bar{x}$ = 2.53, SD = 1.19) among urban teachers, indicating that they agreed that internet facilities were used to a great extent by t_____ searching information updating e-mails, group chats, etc. This was not the case for their counterparts in rural schools ($\bar{x}$ = 2.38, SD = 1.15). Overall, mean responses for item 24 show that, on the average, the utilization of internet facilities was to a low extent ($\bar{x}$ = 2.43, SD = 1.16). The value of the grand mean for all the items was 2.22 (SD = 1.15) and 2.11 (SD = 1.15) for teachers in urban and rural schools respectively, while the overall mean response was 2.15 with a standard deviation of 1.15. This implies that the available ICT facilities were utilized to a low extent in the schools for teaching Social Studies.

Table 3: t-test of mean ratings of teachers in urban and rural secondary schools on the ICT facilities Available for Teaching Social Studies.

LOCATION	n	Mean	Std. Deviation	t-cal	df	t-crit	Dec.
URBAN	102	2.27	0.40	0.19	324	1.96	NS
RURAL	224	2.28	0.35				

Table 3 shows that the t-value for the difference in mean rating of teachers in urban and rural schools on the ICT facilities available for teaching Social Studies is 0.19 at 0.05 level of significance at 324 degree of freedom. Since 0.19 is less than critical t-value of 1.96 at 0.05 level of significance at 324 degree of freedom, the null hypothesis is therefore accepted. Hence, there was no significant difference in the mean ratings of teachers in urban and rural secondary schools on the ICT facilities available for teaching Social Studies.

Table 4: t-test of mean ratings of teachers in urban and rural secondary schools on the extent of utilization of available ICT facilities for teaching Social Studies.

LOCATION	n	Mean	Std. Deviation	t-cal	df	t-crit	Dec.
URBAN	102	2.22	0.50	1.55	324	1.96	NS
RURAL	224	2.12	0.57				

Table 4 shows that the t-value for the difference in mean rating of teachers in urban and rural schools on the extent of utilization of available ICT facilities for teaching social studies is 1.55 at 0.05 level of significance at 324 degree of freedom. Since 1.55 is less than critical t-value of 1.96 at 0.05 level of significance at 324 degree of freedom, the null hypothesis is therefore accepted. Hence, there was no significant difference in

the mean ratings of teachers in urban and rural secondary schools on the extent of utilization of available ICT facilities for teaching Social Studies.

The results of data analysis in Table 1 showed that ICT facilities for teaching Social Studies were poorly available in urban and rural secondary schools in Enugu State. The only facility available in urban secondary schools was television. Further analysis showed that there was no significant difference in the mean ratings of teachers in urban and rural secondary schools on the ICT facilities available for teaching Social Studies. Hence, the opinions of teachers in urban and rural schools were similar regarding the poor state of availability of teaching facilities. This finding agrees with the submission of Bashire and Dare (2013) that ICT facilities are not readily available in secondary schools. It also corroborates the finding of Ndubuisi (2016) that ICT facilities are lacking in the schools especially in the public schools. This development does not augur well for the Nigerian Social Studies programme, especially considering the position of Akubuilo (2010), who opines that ICT facilities boost teachers' efficiency and students' achievements in all subjects irrespective of locality. In a similar vein, unavailability of ICT facilities according to Abdul-Reheem (2011) is the main reason for the non-productive nature of Nigerian school system and the resultant poor academic performances of students in Nigerian schools. There is, therefore, an urgent need to address the situation for the benefit of learners, teachers and society at large.

Results of data analysis in Table 2 showed that the available ICT facilities were not adequately utilized in both urban and rural secondary schools for teaching Social Studies. Teachers in urban schools, however, reported using internet facilities for searching information, updating e-mails, group chats, etc. This was not the case for their counterparts in rural schools. Further analysis showed that there was no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent of utilization of available ICT facilities for teaching social studies. This finding is in line with the observations of Langat (2015) and Mungai (2010), who identified low utilization of ICT facilities due to lack of qualified teachers, lack of electricity, insufficient computers, breakdown of the computers, higher prices for the procurement of ICT resources, burglary and computer phobia by both administrators and teachers. Given the submission of Omeje & Chineke (2015), that non-provision of ICT facilities in schools hampers teachers' competence and utilization of ICT in teaching; it can be deduced that the teacher's job is greatly hampered when instructional materials are not provided. Kanno (2006) further added that students in rural schools are mostly affected than their counterparts in urban locations. However, the case is different in this study, as no significant difference was found between rural and urban schools. Therefore, priority should be accorded to all public schools, irrespective of location, in tackling these problems.

IV.   CONCLUSION AND RECOMMENDATION

The main purpose of the study was to determine the availability and utilization of Information and Communication Technology (ICT) facilities for teaching of Social Studies in secondary schools in Enugu State. The results revealed the poor level of availability of ICT facilities for teaching Social Studies in urban and rural secondary schools in Enugu State. This implies that schools are properly equipped with the resources needed for the implementation of Social Studies curriculum in Enugu State. Hence, if the objectives of the curriculum must be achieved, there is the need for a paradigm shift, towards equipping the schools with modern facilities needed for teaching the subject. It was also found that the available ICT facilities were utilized to a low extent for teaching Social Studies in both urban and rural schools. This is a pointer to another dimension of problems faced in the teaching of Social Studies in the schools. This implies that teachers may not likely put the facilities to effective use when provided. This calls for the need to ascertain and address the factors which constrain the utilization of the facilities by teachers. Having concluded with a highlight from the findings of the study and possible implications, it is recommended that Federal and State Ministries of Education should lunch intervention programmes aimed at equipping secondary schools in urban and rural areas with relevant ICT facilities for teaching and learning.

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