Issues in Utilization of Multimedia Resources in Teaching of Social Studies in Public Secondary Schools in Nsukka Local Government Area of Enugu State

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Abstract

The study investigated issues relating to utilization of multimedia resources in teaching of Social studies in secondary schools in Nsukka Local Government Area (LGA) of Enugu State.Specifically, it determined: multimedia resources available for Social studies teaching in the schools; perceived factors that militate against effective utilization of multimedia in teaching; and possible solutions to the militating factors. Descriptive survey research design was adopted. Population of the study was 32 Social studies teachers from all the 31 public secondary schools in the LGA. Questionnaire was used to collect data. Data were analyzed using frequency, percentages, mean and standard deviation. Results show 12 multimedia resources available in the schools, including among others, projectors (71.0%), smartphones (71.0%), laptops (59.4%), audio system and microphones (75.0%), flash drives (75.0 %), office software (84.4%). Also there are 15 factors that hinder the effective utilization of multimedia resources in teaching Social studies including: high cost of multimedia resources ($\overline{X}$=3.50), lack/weak internet service ($\overline{X}$=3.69), and others.Further findings are 18 possible solutions to the hinderance of utilization of multimedia including, among others, employment of multimedia technical support staff ($\overline{X}$=3.97), integrating use of multimedia into curriculum ($\overline{X}$=3.84), and so on.

Keywords: Multimedia, Resources, Social, Studies, Teaching, Learning, Utilization, Secondary, Schools

Introduction

Multimedia resources are a combination of different digital applications in the form of texts, audio, videos, and images that have been combined into an integrative, interactive and multisensory program. Multimedia can make learning more appealing and memorable through images, videos, and animations. Audio elements can add depth and context, making learning more engaging and stimulating. Interactive games, simulations, and quizzes can keep students actively involved in the learning process. Multimedia can help students understand abstract concepts by providing visual and auditory representations. Different media formats can offer diverse

perspectives on the same topic, enhancing understanding. Multimedia tools can facilitate group projects and collaborative learning activities, fostering teamwork and communication skills. Analyzing and interpreting multimedia content can help students develop critical thinking skills. Using multimedia resources can enhance students' digital literacy and proficiency with technology. Multimedia provides options for learners with different learning styles, making learning more accessible. Multimedia resources with captions and subtitles can be beneficial for students with hearing impairments. It can be adjusted to accommodate visual impairments and other learning needs.

Examples of Multimedia Resources are Educational documentaries, short films, and video tutorials. Audios are Podcasts, audiobooks, and sound clips. They are images like still photographs, illustrations, and diagrams. They also include animated presentations, interactive simulations, and games, quizzes, games, and simulations, online articles, and databases, e-books, course notes, and interactive reading tools. A major influence of multimedia resources is the creation of interactive media resources which heighten the rate of learning. Edinyang and Effiong (2021) discussed teaching resources of Social studies in the 21st century and posited that it is needful for social studies teachers to take cognizance of contemporary teaching resources like multimedia's to provide authentic, suitable and accurate learning content to their studies. Oshinaike and Adekunmisi (2022) insisted that the strength of multimedia resources is its ability to appeal and stimulate multiple senses of users. Bolick, et al (2023)

advocated for technology applications in teacher training program for Social studies teachers, because to employ these technologies teachers must be proficient with them. Ogheneakoke, et al (2019) investigated the effect of simulation games as a multimedia teaching strategy, the findings support the position of other researchers that multimedia resources in whatever form enhances Social studies education, Similarly, Abubakar, et al (2021) supported the availability and usage of audio-visual materials which are components of multimedia resources for teaching mathematics in Oyo State Nigeria.

Social studies concepts can be made more interesting by using multimedia applications (Mbonu-Adigwe, et al (2023). Multimedia can help develop collaborative working skills and help students gain knowledge as a team. A multimedia application can highlight certain important points rather than writing on the white boards. Multimedia applications can increase learning effectiveness and are usually more attractive than traditional or conventional learning methods (Mbonu, 2018). In multimedia integrated instruction, concepts are easier to present and understand especially when the words are complemented with images and animations. It adds life to abstract concepts when a number of elements some of which are texts, sound and music, graphics, animations and still pictures are embedded in it. Multimedia is powerful because it tends to appeal to the many senses of the learners.

The multimedia integrated instruction when used in teaching Social studies generally will likely lead students to pay more attention in the classroom and lead

them on the path of above average academic achievement (Mbonu-Adigwe et al., 2021); Mbonu-Adigwe, et al (2021). Though it has been established that the use of innovative teaching strategies like the use of multimedia is very important, its application in teaching and learning of social studies at the secondary schools in Enugu state remains in doubt teachers still prefer to employ the conventional lecture method in delivering their social content. Social studies help the young people develop the ability to make informed and reasoned decisions for the public good as a citizen of a culturally diverse, democratic society in an inter-dependent world. It provides coordinated and systematic studies drawing upon various disciplines. Social Studies education brings many personal, social, economic and educational benefits as it enables learners realize their potential in developing to be a complete and integral person. The development of social studies skills is important and needed for success in global geography, world history, government, economics and current events that reflect in materials learners regularly encounter in social studies classes like reading sections, writing exercises, maps and illustrations. So for those skills to be transferred successfully, the Social studies teachers must employ a variety of teaching methods and strategies apart from the conventional lecture method which encourages students to be passive in the classroom. It is therefore imperative to evolve ways of enhancing the use of multimedia in teaching and learning of social studies in secondary schools.

Purpose of the study
The main purpose of the study was to investigate issues in utilization of multimedia resources integration in teaching Social studies in public secondary schools in Nsukka LGA of Enugu state. Specifically, the study determined:
1. multimedia facilities available for Social studies teaching in public secondary schools in secondary schools in Nsukka LGA of Enugu state.
2. perceived factors that militate against effective utilization of multimedia in teaching of Social studies in the secondary schools.
3. possible solutions to the factors militating against effective integration of multimedia for Social studies teaching and learning in the secondary schools.

Methodology
Design of the Study: The design of the study was descriptive survey.
Area of the Study: The area of the study was Nsukka Local Government Area of Enugu State. The choice of the area was necessitated by the fact that little or no attention has been given to investigating the factors that are militating against effective utilization of multimedia in teaching and learning of Social studies in the Secondary Schools in the area especially in the public secondary schools. At the time of the study there were 31 public secondary schools in the area of the study.
Population of the Study: The population of the study consisted of all the 32 Social studies teachers from all the 31 public secondary schools in Nsukka L. G. A. (Post-Primary School Management Board

(PPSMB) Nsukka, 2022). The population was considered small and manageable, therefore there was no sampling the entire population was studied.

Instrument for Data Collection: Questionnaire and observation check-list were used for data collection. Questionnaire was made up of two sections (A and B). Section A contains the demographic information of the respondents. Section B C focused on Nos 2 and 3speific purposes of the study. Observation checklist was used for collecting data on availability of facilities. The questionnaire was designed on a four-point scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). Three university experts in digital instructional technology validated the instrument. Their comments guided the development of the final instrument used for data collection. Reliability coefficient for clusters B and C of the instrument were 0.97 and 0.97 respectively. While the overall reliability coefficient was 0.97. There were obtained after a trial test of the instrument on 20 respondents from outside the study area. Cronbach Alpha technique was used to calculate the coefficient.

Data Collection Methods: Thirty-two copies of the questionnaire were administered to the respondents by hand. The entire 32 copies were filled up and retrieved. Information on specific purpose No 1 was gathered through on-the-spot observation, using the observation check-list, as a guide.

Method of Data Analysis: Percentages, frequencies, mean and standard deviation were used for data analysis. The decision regarding any multimedia facility as available was based on the fact that the percentage availability of those facilities was up to 50 per cent or above (≥ 50%).Mean and standard deviation were used for specific purposes Nos 2 and 3. A mean score of 2.50 imply that the respondents agree with the item while a mean score of < 2.5 indicate otherwise.

Results

Table 1: Frequency and Percentage of Available Multimedia Facilities for Teaching and Learning Social Studies in Secondary School in Junior Secondary Schools in Nsukka LGA of Enugu State

S/N	Multimedia Facilities	F(%)	R
1	Audio tapes	8(25.0 %)	NAv
2	E-books	8(25.0 %)	NAv
3	Projector	23(71.0%)	Av
4	Smart phones	25(71.0%)	Av
5	Laptop	19(59.4%)	Av
6	Audio systems and microphones	24(75.0%)	Av
7	Flash drive	24(75.0 %)	Av
8	Interactive white board	0(0.0%)	NAv
9	Internet facility/network	24(75.0%)	Av
10	Ipad	7(21.9%)	NAv
11	CD-ROMs	7(21.9%)	NAv
12	Modem	7(21.9%)	NAv
13	Digital library	0(0.0%)	NAv
14	Office Softwares	27(84.4%)	Av
15	DVD Video Players	22(68.8%)	Av
16	Virtual classroom	0(0.0%)	NAv
17	Video conferencing	0(0.0%)	NAv
18	Desktop computer	24(75.0%)	Av
19	Instructional Studios	0(0.0%)	NAv
20	Google classroom	0(0.0%)	NAv
21	E-journals	0(0.0%)	NAv
22	Digital Cameras/ Camcorder	2(6.3%)	NAv
23	Television	24(75.0%)	Av
24	Radio	26(81.2%)	Av
25	Projector Screen	23(71.9%)	Av

Table 1 shows the availability of multimedia facilities for effective teaching and learning of Social Studies in JSS in Nsukka LGA of Enugu state. The Table shows that 12 multimedia facilities are available (≥50%) available for effective teaching and learning of Social studies in JSS in the area.

Table 2: Mean Ratings and Standard Deviation of Responses of Teachers on the Factors Militating against the Effective Utilization of Multimedia Facilities in Teaching and Learning Social Studies.

S/N	Factors Militating against Utilization of Multimedia Facilities.	$\bar{X}$	SD	R
1	High cost of multimedia facilities	3.50	0.62	SA
2	Wrong choice of software	1.34	0.48	D
3	Lack of understanding of benefits of multimedia in teaching.	2.25	1.02	A
4	Students find it difficult to operate	3.50	0.62	SA
5	Inadequate financial support from the government	3.88	0.34	SA
6	Teaching with multimedia could be boring	1.34	0.48	D
7	Lack of supportive system/infrastructure in the school	1.43	0.49	D
8	Ability of students to understand the lesson when being taught with multimedia	1.33	0.51	D
9	Inadequate time allocated use of multimedia in teaching.	3.75	0.44	SA
10	Lack/Weak internet services	3.69	0.47	SA
11	Lack of confidence by the teacher	1.06	0.25	D
12	Lack of multimedia facilities	3.84	0.37	SA
13	Phobia of multimedia usage	2.06	0.95	A
14	Lack of maintenance of the facilities	1.43	0.88	D
15	Technical issues surrounding the use of multimedia facilities	4.00	0.00	SA
16	Lack of interest by the students	1.09	0.82	D
17	Lack of in-service training of teachers	3.75	0.44	SA
18	Teachers' attitude towards multimedia facilities.	3.31	0.88	A
19	Some of the facilities takes time to setup	2.22	0.94	A
20	Power disruptions/unavailability of power supply	3.94	0.25	SA
21	Teacher's motivation/attitude	2.16	0.88	A
22	Attitude of students towards use of multimedia in teaching	2.19	0.90	A

$\bar{X}$ = Mean; SD = Standard Deviation; R = Remark; SA = Strongly Agree; A=Agree;D= Disagree;SD = Strongly Disagree.

Table 2 shows that 15 perceived factors that are militating against effective utilization of multimedia in teaching and learning of Social studies in JSS in Nsukka LGA of Enugu state. This decision is because each of the 15 items obtained means of (≥2.50).

Table 3: Mean Ratings and Standard Deviation of Responses of Teachers on Possible Solutions to Perceived Factors Militating against Effective Utilization of Multimedia Facilities in Teaching Social studies

S/N	Solutions Militating Factors	$\bar{X}$	SD	R
1.	Government should provide support by allocating funds to invest in internet connectivity in schools	3.81	0.40	SA
2	Government should ensure accessibility, availability and reliability of the multimedia facilities in schools	3.50	0.51	SA
3	Schools should provide security for available multimedia facilities in the school	1.40	0.98	SD
4	Schools should solicit for help from willing individuals, philanthropists and international bodies for provision of facilities.	3.75	0.44	SA
5	Government should subsidize tariffs on importation of multimedia facilities	3.72	0.46	SA
6	Employment of multimedia technical support staff.	3.97	0.18	SA
7	Classroom teachers should be exposed to inservice training on multimedia utilization skills.	2.84	0.77	A
8	Integrating use of multimedia into curriculum	3.84	0.37	SA
9	There should be stand-by generators in case of power outage	4.00	0.00	SA
10	Media facilities chosen should be friendly and easy to use	3.59	0.50	SA
11	Teachers should be encouraged to use available multimedia facilities	3.16	0.63	A
12	Facilities chosen should not be too expensive	3.28	0.46	A
13	More time should be allocated to period for use of these multimedia facilities	3.81	0.40	SA
14	Use of multimedia in teaching Social studies should be encouraged	3.72	0.46	SA
15	Engaging students especially those who are bored and uninterested	1.43	0.62	SD
16	Students should be allowed to carry out their research and assignments with aid of multimedia technologies	4.00	0.00	SA
17	Schools should allow multimedia gadgets such as cell phones, laptops, tabs, etc, inside the classroom to aid learning	3.50	0.57	SA
18	Teachers should be given access to school's multimedia facilities	3.25	0.72	A
19	Teachers should be open-minded to new approaches of teaching	3.72	0.46	SA
20	Students should cooperate with teachers in learning with multimedia facilities	3.44	0.50	A

$\bar{X}$ = Mean; SD = Standard Deviation; R = Remark; SA = Strongly Agree; A=Agree; SD = Strongly Disagree.

Table 3 shows 18 with mean scores of 2.50 above, as possible solutions to factors militating against effective integration of multimedia in teaching and learning Social

studies in Nsukka Local Government Area of Enugu State.

Discussion

The research findings of the study revealed that only 12 out multimedia facilities were available. These facilities are projectors, smartphones, laptops, audio systems and microphones, flash drives, internet facilities, office software, DVD video players, desktop computers, television, radios and projector screen. This implies that there is inadequate availability of multimedia facilities available for effective teaching and learning of Social studies in junior secondary schools in Nsukka local government area of Enugu state. The finding is in line with Edinyang and Effiong (2021) who discussed teaching resources of social studies in the 21st century and posited that it is needful for social studies teachers to take cognizance of contemporary teaching resources like multimedia's to provide authentic, suitable and accurate learning content to their studies. Also the finding supports the report of Mbonu-Adigwe et al., (2023); Mbonu-Adigwe, et al (2021) that most of the multimedia facilities are in short supply in schools. Oshinaike and Adekunmisi (2022) further explained that the strength of multimedia resources is its ability to appeal and stimulate multiple senses of users. In other words, the unavailability of majority of these multimedia facilities will invariably affect their integration in teaching and learning of social studies in secondary schools in Nsukka local government area of Enugu state.

The study also reveals that, factors militating against effective integration of multimedia in teaching and learning of social studies include high cost of living, inadequate financial support from the government, lack/weak internet services, lack of in-service training of teachers, lack of multimedia facilities, among others. This finding agrees with Okedeyi, (2023) who opined that there is an urgent need to provide Nigerian schools with multimedia resources to boost the country's educational system and processes for her to be in the global educational stage. The findings also indicated that the extent to which the available multimedia facilities are used in teaching and learning of Social studies is very low. Further, this result is in agreement with the report of Abubakar, et al (2021) that identified many factors that hinder the integration of multimedia resources in teaching and learning of some school subjects. There is need for teachers in Nsukka Local Government Area to embrace the use of multimedia in teaching and learning of Social studies so as to provide opportunities for secondary school students in Social studies in Nsukka to learn how to use ICT gadgets, as well as prepare them for life in order to fit into the computerized age.

Conclusion

The findings of this study show that many multimedia resources were not available for the teaching of social studies in the schools. The study identified some possible solutions towards solving problems associated with the utilization of multimedia resources in teaching social studies in schools, including ensuring accessibility and availability of the multimedia facilities and experienced staff for all secondary schools by the government.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The teacher should be exposed to series of ICT trainings through workshops, seminars and conferences organized by the Post Primary School Management Board in Enugu State.
2. Government should provide constant supply of electricity to secondary schools or standby generator plants in case of power failure.
3. Teachers should be allowed access to the available multimedia facilities in the school to encourage them to use the facilities in teaching.
4. Curriculum planners should ensure the integration of the use of multimedia facilities in teaching Social studies to encourage their usage in schools.

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