

**THE CORRELATION BETWEEN INFORMATION AND
COMMUNICATIONS TECHNOLOGY (ICT) AND LEARNING OF
POLITICAL SCIENCE IN EMMANUEL ALAYAANDE COLLEGE OF
EDUCATION, OYO**

by

Adisa, Olufemi Peniel

Department of Political Science

**School of Arts And Social Sciences, Emmanuel Alayande College of Education
Oyo, Oyo State**

Abstract

The writer considers the correlation between Information and Communications Technology (ICT) and learning of Political Science in Emmanuel Alayaande College of Education, Oyo. In doing this I decided in using various combinations of Political Science students cutting across other departments and even other school, in order to know if other departments and schools are using ICT in the teaching and learning of their concepts compared to Political Science where they're peering knowledge. These include Political Science/ Social Studies, Economics/ Political Science, Music/ Political Science, History/ Political Science and English/ Political Science from School of Languages. Total number of 115 students was randomly selected, with the use of structured closed ended questionnaire, after which the results were analyzed and presented in simple percentage. Finally, recommendations were made to all parties involved be it government, College Management, Lecturers and Students on the use of ICT such as; making available of relevant machines/equipments, training and re-training of staffs in the effective usage and handling of the equipments and frequent and proper exposure of learners to merits of learning through ICT among others in order to concretize learning and to make remembering easy and forgetting difficult.

Keywords: Curriculum, internet, computer, communication & projector

Introduction

Many educators and policy makers have come to realize that the delivery of education must become more affordable and timely (litke, 1998). All education ranging from the training of our young to ongoing technical and professional training of adults, must move away from group lectures, from separate one-hour

classes for each subject and front over dependable on the textbook students now preparing for life must learn a new set of basic skills. They must be able to analyses and synthesize information, make judgment based on current data and learn research skill that will make them autonomous life long learners. This idea was the reason behind the introduction of ICT into educational sector with the help of using computer system. Palmer (1974).

ICT as A Tool for Teaching Learning: Historical Perspective.

Muller (1981) defined Internet And Communication Technology (ICT) as concerned with the use of technology in managing and processing of information, especially in large organization it deals with the use of electronic computer and computer software to convert, store, protect and process, transmit and retrieve information(s). For this reason, computer professionals are often called information technology specialist while the department that deals with software technology is also called information technology department or information services.

Information technology was formally integrated into the school curriculum when the national curriculum was first devised in United Kingdom (Forman 1987). It was quickly realized that the work covered was useful in all subjects with the arrival of internet and the broadband connections to all schools, the application of information technology knowledge, skills and understanding in all subjects became reality.

According to pringle (2002), this change in emphasis has resulted in a change of name from technology to information and communication technology, (ICT). ICT in education can be understood as the application of digital equipment to all aspect of teaching and learning. The growth of use of ICT and its tools in the field of education has seen tremendous growth in the recent past; technology has entered the classroom in a big way to become part of the teaching and learning process.

ICT and Education

ICT has become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding of ICT and mastering the basic skill and concepts of ICT as part of the core of education, alongside reading, writing and numeric. This reviews deals with ICT in secondary schools, and with the changing require of both students and teacher, if they are to function effectively in today's, society. It specifies on ICT curriculum for secondary schools, and outlines on accompanying programmes of teacher development to implement such a curriculum.

UNESCO (2002) aims to ensure that all countries, both developed and developing have access to the best educational facilities necessary to prepare young people to play full roles, in modern society and to contribute to knowledge in all nations. Because of the fundamental importance of ICT in the task of schools today, UNESCO has previously published books in the areas as practical means of helping member state (informatics for Secondary Education) A curriculum for schools (1994) and informatics for primary education (2000). Rapid development in ICT now demands a completely new document in place of the first of these publications.

In this review, ICT and education has two key purposes. The first is to specify a curriculum in ICT for secondary schools that is in line with current information trend and the second purpose is to outline a program of professional development for teacher necessary to implement the species the curriculum successfully (Johnson et al, 2000). All government tries to provide most comprehensive education possible for their citizen within the constraints of available finance because of the pivotal position of the ICT in modern societies, its introduction into secondary schools will be high on any political agenda. This review will give a practical and realistic approach to curriculum and teacher development that can be implemented quickly and most effectively, according to available resources (Litke, 1998).

The curriculum is capable of implementation throughout the world to all secondary age students. The programme of teacher professional development relate closely to the ICT curriculum and particularly to the stage of development that schools have reached with respect to ICT.

What is Computer

Akin Fapohunda (1995) define computer as a machine that follow instructions in order to process data, solve a specific problem or accomplish a particular task. The instruction that control a computer when it performs a task is referred to as programme. A collection of programmes that are made to work together for a specific purpose is called software. Problem solved with the help of computer software range from assisting in the design of roads and bridges to planning of menus for hotel guests. Some computer dispense money automated bank teller stations the task are numerous. To narrow it down to education generally, it assisting instruction been passed from, the teacher to the learner, through an interactive process. It is been used so as to gain the attention of learner from the beginning of the learning process and to sustain and maintain the attention through appropriate programme and the stimulus response chain of activities (forman, 1999).

Characteristics of Computer Assisted Instruction

Kolade- Oje (1999), give the following characteristics of computer as follows:

1. **Learner Control Instruction-** The learner controls his/her learning in terms of choice of materials in accordance with his intellectual ability thus enhancing individualized instruction.
2. **Feedback Possibilities to the learner-** Two types of feedback are inbuilt in to the programme- immediate and delay feedback, immediate feedback is used during active learning process and it act as prompts to give the learner to the correct respond.
3. **Self-Pacing-** it is designed in such a way that is allow the learner to go at his/her own pace.
4. **Multi-purpose-**To achieve many objectives, a computer assisted instruction lesson can be to teach some characteristics of the teaching machines and programmed instruction.
5. **Multiple Users-** Many students can use the same lesson at a time. This, time and money are saved.
6. **Random access-** Computer Assisted Instruction has random generator facility which enables it present student with variety of stimuli and problems unless where required to repeat problem for special needs.
7. **Educational Ease and Revision Possibilities-** Because of its dynamic instructional thoroughness and modification flexibility, it prompts update and improvement of instruction.
8. **Adaptability of Instruction-** First, it stress the presentation of materials as opposed to content- a single lesson may provide several paths from which students may choose.
9. **Designer Better Informed about Content-** At the end of a course ware design, the teacher is better informed about intricacies of learning and instruction because the breaks down content of presented materials and generates options for further individualization.

Problems of Computer in Nigeria Education

The introduction of computer to Nigeria education is faced with a lot of problems. However, these problems according to Akinpelu (1995) can be grouped into five major categories; these are Finance, personnel, teacher's resistance to change, level of Nigerian's technological development and infrastructure.

1. **Resistance to change:** An ever present problem with the Nigerian teachers is their resistance to change. One reason which is adduced to this is that the computer assisted instruction may increase their classroom burden. This infernal conclusion is very likely to be made before understanding the ramification of the computer assisted instruction. Another reason why teachers may oppose the computer assisted instruction is the fear of their being displaced by the computer. This is an obvious threat to their social and economic status and they may try all means possible to kill the idea of the assisted instruction at the innovative stage.
2. **Finance:** This is the greatest problem confronting the usage of computer in Nigeria education. The purchase, installation, maintenance and replacement cost are so high that even at the higher educational level, it may seem impossible for yet some time to come to introduce computer to assist in achieving the set educational goals.
3. **Personnel:** The issue of personnel to operate, service and develop computer course poses a fundamental problem. The initial interest assistance and promises of the computer dealers cannot be relied upon for a nation to go all out for using the computer to assist instruction.
4. **Infrastructure:** The infrastructural problem of providing adequate air-conditioned building and constant power supply is another one confronting computer assisted Nigeria. (PHCN) has not performed satisfactory to the level that one can vouch for the safety as well as the longevity of a computer hardware that can serve the computer assisted instruction function. Where generators have been procured to complement PHCN, the high maintenance are lost and the computer utilization even for problem solving and information storage extremely difficult. Akinpelu (1995).
5. **Level of Nigeria's Technological Development:** In developed countries where both the young and the old are technologically aware and vast, students bare been known to suffer some frustrations from machines. At the present level of Nigeria's development, the average Nigerian is technologically illiterate, ignorant and still suffering from one sort of technological phobia or another. This state of Nigeria's development will probably heighten the degree of frustration that the Nigerian students are likely to experience on the computer assisted instruction system.

The Roles of ICT Teaching and Learning Process

According to Aderounmu (1995), the roles of ICT in teaching and learning process are summarized below to complement roles stated above.

1. It enriches students because it widens the scope and understanding of the learners beyond the basic informational needs of the course.
2. It enhances overall productivity through instructional media and systems which do not depend upon the teacher for routine execution of many in attritional process.
3. It makes education more productive through increasing learning by providing worthwhile experiences for the learners that lechers bed not or cannot furnish.
4. It makes education more child-centered by providing many alternative paths with a variety of resources so that learning can take place in accordance to the learner’s study performance.
5. It makes learning more immediate by bridging the gap between the worlds inside and outside the classroom by means of the experience that educational resources materials can provide.
6. It supplements the teacher through enhancing his effectiveness in the classroom.
7. It provides learning guidance through individualized learning study package system thus removing the much dependence on teachers for learning on their own without coming in contact with the teachers, Aderounmu and Ibeh (1984)
8. It checks the general shortage of well qualified and experience teacher trainers.
9. It checks the provision of limited facilities like classroom, study halls, library for learners.

Data Analysis and Interpretation

| S/N | QUESTIONS | YES | % | NO | % |
|-----|--|-----|-------|----|-------|
| 1 | Does your school provide you modern computer system? | 31 | 26.96 | 84 | 73.04 |
| 2 | Do you support the use of ICT into the NCC curriculum? | 108 | 93.91 | 07 | 06.09 |

| | | | | | |
|----|---|-----|-------|-----|-------|
| 3 | Does introduction of ICT improve teaching and learning? | 110 | 95.65 | 05 | 04.35 |
| 4 | Does your lecturers teaches you how to operate or use computer system? | 22 | 19.13 | 93 | 80.87 |
| 5 | Do you know various functions of keys on the keyboard? | 20 | 17.40 | 95 | 82.60 |
| 6 | Do you have problem while using computer system? | 85 | 73.91 | 30 | 29.09 |
| 7 | Does the computer(s) in your school meant for special purpose? | 96 | 83.48 | 19 | 16.52 |
| 8 | Do the multimedia computer been used in your school? | 23 | 20.00 | 92 | 80.00 |
| 9 | Does the computer provide accurate answer to the question been asked by you students whenever being used for you? | 80 | 69.57 | 35 | 30.43 |
| 10 | Do you access or connect with other countries while using computer? | 33 | 28.70 | 82 | 71.30 |
| 11 | Does the computer in your school meant for general purpose? | 23 | 20.00 | 92 | 80.00 |
| 12 | Does the computer in your school contain different packages to meet different departmental needs? | 11 | 09.57 | 104 | 90.43 |
| 13 | Do you normally take to precaution while working in computer room? | 19 | 16.52 | 96 | 83.48 |
| 14 | Do you normally experience power failure while using computer system? | 95 | 82.61 | 20 | 17.39 |
| 15 | Does the computer help you in your academic performances if used? | 87 | 75.65 | 28 | 24.35 |
| 16 | Are the computers in your school properly secured from unwanted intruders? | 60 | 52.17 | 55 | 47.83 |
| 17 | Do you have computer laboratory in your school? | 12 | 10.43 | 103 | 89.57 |
| 18 | Do you normally gain knowledge while the computer is in operation? | 111 | 96.52 | 04 | 03.48 |
| 19 | Do you use computer software for your assignment? | 33 | 28.70 | 82 | 71.30 |
| 20 | Is there any merit of using ICT in educational programme? | 97 | 84.35 | 18 | 15.65 |

Considering Question 1 which says does your school provide you modern computer system? Out of 115 respondents, 31 representing 26.96% says yes, while 84 representing 73.04% says no. From the above analysis is very clear that the school of Arts and Social Sciences does not provide modern computers for learning Political Science, because the few that responded yes were from Economic/Political Science and English/ Political Science.

Question 2 which says do you support the use of ICT into the NCC curriculum? Out of 115 respondents, 108 representing 93.91% says yes, while 07 representing 06.09% says no. From the above analysis is very clear that majority of the respondents supported the use of ICT into NCC curriculum teaching and learning process.

Question 3 which say does introduction of ICT improve teaching and learning? Out of 115 respondents, 110 representing 95.65% says yes, while 05 representing 04.35% says no. From the above analysis is very clear that greater percentage of the respondents agreed that the use of ICT improves teaching and learning.

Question 4 which says does your lecturers teach you how to operate or use computer system? Out of 115 respondents, only 22 respondents representing 19.13% says yes, while 93 respondents representing 80.87% says no. From the above analysis is very clear that fewer percentage of the respondents agreed that their lecturers teaches them how to operate or use computer system for learning while greater percentage disagreed which means that lecturers needs to or must teach students how to operate or use computer system .

Question 5 which say do you know various functions of keys on the keyboard? Out of 115 respondents, only 22 representing 19.13% says yes, while 93 representing 80.87% says no. From the above analysis is very clear that fewer percentage of the respondents agreed that they know various functions of keys on the keyboard while greater percentage disagreed which that majority of the students are computer illiterates.

Considering Question 6 which says Do you have problem while using computer system? Out of 115 respondents, 85 representing 73.91 % says yes, while 30 representing 26.09 % says no. From the above analysis is very clear that greater percentage of the respondents agreed that they do have problem while using computer system while fewer percentage disagreed which means that inclusion of computer usage needs to be a must.

Question 7 which says does the computer(s) in your school meant for special purpose? Out of 115 respondents, 19 representing 16.52 % says yes, 96 while representing 83.48% says no. From the above analysis is very clear that greater percentage of the respondents agreed that the computer(s) in their school are meant for special purpose(s) while fewer percentage disagreed which means that computer(s) in their school are not for teaching-learning process.

Question 8 which says do the multimedia computer been used in your school? Out of 115 respondents, 23 representing 20 % says yes, while 92 representing 80 % says no. From the above analysis is very clear that fewer percentage of the respondents agreed that multimedia computer been used in their school while greater percentage disagreed which means that most of the courses/topics that needs to be thought with multimedia computer are being thought in abstract.

Question 9 which says does the computer provide accurate answer to the question been asked by you students whenever being used for you? Out of 115 respondents, 80 representing 69.57% says yes, while 35 representing 30.43 % says no. From the above analysis is very clear that greater percentage of the respondents agreed that computer provides accurate answer to the question been asked by them whenever being used for you them while fewer percentage disagreed which means that computer aid learning and it is a problem solver if put to use.

Question 10 which says do you access or connect with other countries while using computer? Out of 115 respondents, 33 representing 28.70 % says yes, while 82 representing 71.30 % says no. From the above analysis is very clear that fewer percentage of the respondents agreed that they access or connect with other countries while using computer while greater percentage disagreed this implies that internet facility is not readily available in the school.

Question 11 which says does the computer(s) in your school meant for general purpose? Out of 115 respondents, 23 representing 20 % says yes, while 92 representing 80% says no. From the above analysis is very clear that fewer percentage of the respondents agreed that the computer(s) in their school are meant for general purpose while greater percentage disagreed, even those that agreed were from school of languages (ENG/POL) and few from ECO/POL combinations, this implies that computer system are not at the disposal of the students.

Question 12 which say does the computer in your school contain different packages to meet different departmental needs? Out of 115 respondents, 11 representing 9.57% says yes, while 104 representing 90.43 % says no. From the above analysis is very clear that fewer percentage of the respondents agreed that the

computer in their school contain different packages to meet different departmental needs while greater percentage disagreed.

Question 13 which say do you normally take to precaution while working in computer room? Out of 115 respondents, 19 representing 16.52 % says yes, while 96 representing 83.48 % says no. From the above analysis is very clear that fewer percentage of the respondents agreed that they normally take to precaution while working in computer room while greater percentage disagreed, this simply means that on what they take precaution since computer room is not at all available.

Question 14 which says do you normally experienced power failure while using computer system? Out of 115 respondents, 95 representing 82.61% says yes, while 20 representing 17.39 % says no. From the above analysis we can see that greater percentage of the respondents agreed that they normally experienced power failure while using computer system in their school while fewer percentage disagreed the implication of which is there is incessant power outage and that stand by generator is needed.

Question 15 which say does the computer help you in your academic performances if used? Out of 115 respondents, 87 representing 75.65% says yes, 28 while representing 24.35% says no. From the above analysis is very clear that greater percentage of the respondents agreed that computer help them in their academic performances if used while smaller percentage disagreed which means that computer helps in learning if properly used.

Question 16 which say are the computers in your school properly secured from unwanted intruders? Out of 115 respondents, 60 representing 52.17% says yes, while 55 representing 47.83% says no. From the above analysis is very clear that greater percentage of the respondents agreed that computers in their school are properly secured from unwanted intruders while smaller percentage disagreed which is still confirming their inaccessibility to computer facility.

Question 17 which say do you have computer laboratory in your school? Out of 115 respondents, 12 representing 10.43 % says yes, while 103 representing 89.57 % says no. From the above analysis we can see that smaller percentage of the respondents agreed that they have computer laboratory in their school while greater percentage disagreed even few that agreed were from Economic/Political Science and English/ Political Science.

Question 18 which say do you normally gain knowledge while the computer is in operation? Out of 115 respondents, 111 representing 96.52 % says yes, while 04 representing 03.48% says no. From the above analysis we can see that greater

percentage of the respondents agreed that they normally gain knowledge while the computer is in operation while smaller percentage disagreed which shows that computer usage facilitates teaching-learning process.

Question 19 which say do you use computer software for your assignment? Out of 115 respondents, 33 representing 28.70 % says yes, while 82 representing 71.30% says no. From the above analysis we can see that fewer percentage of the respondents agreed that they use computer software for their assignment while greater percentage disagreed, which is confirming that majority of the students have no access to computers be it personal or otherwise.

Question 20 which says is there any merit of using ICT in educational programme? Out of 115 respondents, 97 representing 84.35% says yes, while 18 representing 15.65% says no. From the above analysis one can deduce here clear that greater percentage of the respondents agreed that there are many merits of using ICT in educational programme while smaller percentage disagreed, the implication of which is using ICT in educational programme will enhance learning, stimulating learners' interest, remove learning fatigue and stress among others.

Conclusion

Following the findings of the research, the researcher concluded that ICT has great impact on the teaching and learning process of Political Science in Emmanuel Alayande College of Education, and it has also improved the knowledge acquisition in the classroom.

Secondly, the use of ICT has in many ways enhance learning, stimulating learners' interest, remove learning fatigue and stress among others so that it has reduce the length of lecturer's talking in the classroom.

Additionally, the research also confirmed that uses if ICT is time economical in the sense that a lot of time is conserved in teaching –learning process while a lot of goals and objectives are achieved within a very short time

Recommendations

On the basis of the findings of this study and in an attempt to improve learning Capacity of the Political Science students in Emmanuel Alayande College of Education in the school of Arts and Social Sciences, the researcher made the following recommendations:-

1. Government should provide a standby generator for school in order to avoid incessant power outage that disturbs the usage of information and communication technology.
2. Government should provide students with competence and technological skills that will allow them to search for organize and analyze information, communication and express their ideas in a variety of projects or tasks.
3. Lecturers, students and the general school population should be encouraged to embrace Information and communication Technology so that they will not be obsolete and archaic in a changing world of communication Technology.
4. Lecturers should be encouraged to adapt to the new idea that was introduced in to the teaching and learning skills.
5. Government through the College needs to provide computer laboratory for the school if each department cannot be catered for with full internet facilities so as to arose the learner's interest, remove learning fatigue and stress among others.