

# Impact Of Ict On Gender Performance Of Jss 11 Students In Social Studies In Upper Basic Level In Dutsinma Zonal Quality Assurance, Katsina State

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**Abstract:** *The aim of this study was to investigate the impact of ICT on gender performance in Social Studies in Government Junior Secondary Schools in Dutsinma Upper Basic level. To achieve this objective, two research questions and hypothesis were formulated. The population of the study covered the students of all JSS 11 in Dutsinma Education Quality Assurance Zone. Twenty students from the population were randomly selected as the sample of the study. In view of the fact that the study was an experimental in nature, control and experimental groups were taught some topics (Mineral Resources, Transport and Communication in Nigeria) in Social Studies. Thereafter, forty objectives questions were administered to all the groups. T-test independent was used to analyze the results. The findings showed that ICT has a positive impact in enhancing male and female students' academic performance. Recommendations were advanced to provide and encourage the use of ICT in the classroom instruction in the study area.*

**Keyword:** *impact of ICT on gender*

## I. BACKGROUND

ICT has become one of the most important and widely discussed issue in contemporary education policy (Yusuf, 2005; Thierer, 2000). Most experts in the field of education agreed that, when ICT is properly used, it would improve teaching and learning. Poole as cited by Oyenike (2010) reports that lack of computer knowledge is now regarded as a new illiteracy. This has inspired stakeholders to equip schools with computer facilities; and qualified personnel necessary to produce technologically proficient and efficient students in developed countries of the world. There is no doubt that ICT can aid the instructional process and facilitate students' learning in many disciplines such as Social Studies.

Social Studies therefore is a school subject that has over the years occupied an important position in the school curriculum. The subject has been recognized as effective tool for citizenship education in Nigeria. In addition, it equips the learners with critical and problem solving skills that enable them to tackle problems and issues that may arise in their

socio-economic life. Because of this, the Federal Ministry of Education in Nigeria categorizes Social Studies as one of the core subjects in Junior Secondary School curriculum (National Policy on Education 2013). More specifically, the Federal Ministry of Education's (2009) Nine Year Basic Education Curriculum for Social Studies has identified the following as the overall objectives of Social Studies;

- ✓ Develop the ability to adapt to changing environment;
- ✓ Become responsible and disciplined individuals capable of, and willing to contribute to the development of their societies;
- ✓ Inculcate the right types of values;
- ✓ Have compassion for other people, appreciate their culture, history and those fundamental factors that make them human;
- ✓ Develop the capability to recognize the many dimensions of being human in different cultural and social contexts; and
- ✓ Develop a sense of solidarity and sharing based on a sense of security in one's own identity.

In spite of the laudable position and benefits of Social Studies in the school curriculum, the teaching of the subject is bedeviled with problems in Nigeria and Katsina state in particular. One of these problems is non utilization of ICT in teaching the subject. This, could have profound effect on students' academic performance. According to Okebukola (1997), many secondary schools in Nigeria lack ICT Equipment for classroom instruction. He maintained that computer is not part of classroom technology in over 90% of public schools in Nigeria. This factor has contributed in no small measure to massive failure of students in both internal and external examinations. A research carried out in Cross River State on Teachers' Teaching Behavior and Academic Achievement of Students in Social Studies in Secondary Schools showed successive failure for consecutive three years in students' academic performance, (Okon, 2012).

With this background, it becomes imperative to carry out a study like this to examine the effect of ICT on the gender of JSS 11 students' academic performance in Social Studies, as they are the future leaders of tomorrow. Specifically, the study sets to find out the effect of ICT on JSS11 students' gender performance in Social Studies and its influence on school location performance in Dutsinma Educational Zone.

#### STATEMENT OF THE PROBLEM

With an estimated population of 200 million, Nigeria has set for herself a wide range of ambitious goals of several global and national frameworks; that seek to promote the fundamental right of her citizens to quality education. The quality of teaching and learning in Social Studies in our schools remains a significant challenge. The Millennium Development Goals Report (UN 2005) acknowledged that quality assurance in education is yet to be adequately addressed in terms of teachers, curricula, teachers' support and ICT materials. Because of this and other variables, the process of learning and teaching in Katsina state does not lead to production of analytical, critical and engaging products; the teachers do not have the competence and skills to use active pedagogies, and that the content of education is irrelevant to the needs of prospective job seekers.

#### OBJECTIVES

This study was undertaken to achieve the following objectives;

- ✓ to examine the impact of ICT on academic performance of male and female students in upper basic level;
- ✓ to determine impact of ICT on academic performance of rural and urban students in Dutsin-ma education quality assurance.

These objectives were translated into research questions and hypothesis as shown below

#### RESEARCH QUESTIONS

- ✓ What difference exists in the mean scores of male and female students taught social studies using ICT?
- ✓ What difference exists in the mean scores of rural and urban students taught social studies using ICT?

#### HYPOTHESES

Ho1. There is no significant difference in the mean scores of male and female students taught social studies using ICT.

Ho 2 There is no significant difference in the mean scores of rural and urban students taught social studies using ICT.

#### II. RESEARCH DESIGN

Quasi-experimental design is adopted for this study.

#### POPULATION

Because of the experimental nature of the research, the population covers only JSS 2 students of Dutsin-ma Zone quality Assurance of Katsina state.

#### SAMPLE AND SAMPLING TECHNIQUE

To generate empirical data, this study sampled four JSS schools out of the thirty one in the zone. Table 3:2 provides an insight into the distribution of sampled schools according to their location.

Schools	Boys	Girls	Rural	Urban
	GJSS Dutsin-/ma	GJSS Kaikai	GJSS Wurma	GJSS Safana

Table 1: Sampled Schools

#### INSTRUMENTATION

Social Studies Achievement Test (SSAT) was constructed to generate data.

#### VALIDITY OF THE INSTRUMENT

To ensure the validity of the instrument, specialists from Ahmad Bello University Zaria have assessed their relevance to the research topic.

#### DATA PRESENTATION

*Hypothesis 1* There is no significant difference in the mean scores of male and female students taught social studies using ICT.

Group	N	Mean	SD	SE	T-value	DF	T-critical
Boys	10	52.50	10.069	3.184			
Girls	10	48.70	6.183	1.955	1.017	14.943	2.131

Table 2: Impact of ICT on Gender Performance

The data in table 2 implies that the hypothesis is retained because the t-value (1.017) is less than the t-critical (2.131). This means that ICT has no impact on the performance of boys and girls in the study area.

Ho 2. There is no significant difference in the mean scores of rural and urban students taught social studies using ICT.

Group	N	Mean	SD	SE	T-value	DF	T-critical
Rural	10	47.50	1.900	.601			
Urban	10	52.30	3.889	1.230	12.200	13.066	2.160

Table 3: Impact of ICT on Rural and Urban students

The data in the above table depicts that the t-calculated (12.200) is higher than the t-critical (2.160). This means that the hypothesis is rejected implying that students performance in urban areas is higher than their counterparts in rural areas when all of them were taught Social Studies using ICT.

### III. DISCUSSION

From the data presented in table 1, it is observed that the use ICT had equal impact on the performances of male and female students involved in the study. The study found that the performance of male students when subjected to ICT instruction, was not better than their female counterparts. This finding is in line with the works of Abdu-raheem (2012), Dantala (2006), Ash (2005) and Basturk (2005) on the application of ICT in which it was revealed that there is no significant difference between the mean achievement scores of male and female students in both the experimental and control groups in mathematics, history and physics respectively.

On the impact of ICT on school location, this study found significant difference in the performance of students between urban and rural schools. The performance of urban schools was found to be higher than rural schools. In support of this study, Obe (2004), observed a significant difference in urban rural performance of 480 primary six-school finalists on the aptitude tests of the Nigeria National Common Entrance Examination (NCEE) into secondary schools. He concluded that children from urban schools were superior to their rural counterparts. Similarly, Ajayi (2010), found significant difference in academic performance of students in urban and rural areas of his study. He concluded that the achievement must have been borne out of many ICT facilities they were used which were not available in the rural schools.

### IV. SUMMARY OF FINDINGS

The findings of this study are:

- ✓ The use of ICT in teaching Social Studies has equal effect on male and female students' performances among JSS 2 in the study area.
- ✓ The impact of ICT is dependent upon school location. In other words, the performance of students from urban schools was found to be higher than those from rural schools.

### V. CONCLUSION

The result presented in this study revealed that, the use of ICT has not impacted students' performance between males and females students, while on school location it had.

### VI. RECOMMENDATIONS

- ✓ The state ministry of education should provide more fund for supply of ICT facilities in the schools under their control

- ✓ Parents and other stake holders should encourage parity in education acquisition between male and female students.
- ✓ ICT facilities should be provided in rural schools commensurate with those in urban schools. Teachers posted to such schools should be ICT biased to operate, utilize and maintain those facilities.

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