International Journal of Current Research in Multidisciplinary (IJCRM) *ISSN: 2456-0979*
Vol. 10, No. 2 (March'25), pp. 31-40

AVAILABILITY AND USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING SOCIAL STUDIES: THE CASE OF PRIMARY SCHOOLS IN PLATEAU STATE, NIGERIA

JERE NDAZHAGA[1], NOKSHUWAN EMMANUEL JIDAUNA[2], POLMI IBRAHIM[3]
TETFund Centre of Excellence in Innovative Teaching and Learning in Primary and Early Childhood Education (T_CEIPEC), Federal College of Education, Pankshin, Plateau State, Nigeria

ABSTRACT: *In today's digital era, Information and Communication Technology (ICT) plays a crucial role in enhancing teaching and learning. However, its availability and integration into primary school education, particularly in Social Studies, remain a challenge in many developing regions. This study investigates the availability and use of ICT in teaching Social Studies in primary schools in Plateau State, Nigeria. A descriptive research design was adopted, with a sample of 200 primary school teachers selected through stratified and simple random sampling techniques. A structured questionnaire was used for data collection, ensuring validity through expert review and reliability via Cronbach's Alpha of 0.83. Research questions were analyzed using mean scores, while hypotheses were tested using an independent sample t-test. Findings from the first hypothesis revealed a significant disparity in ICT availability between private and public schools ($t = -4.23$, $p < 0.001$). Private schools had better ICT facilities ($M = 3.30$, $SD = 0.70$) compared to public schools ($M = 2.50$, $SD = 0.85$). The second hypothesis examined ICT integration in Social Studies instruction between rural and urban schools, showing no significant difference ($p = 0.000$, significance level = 0.05), indicating shared challenges in ICT usage. The study concludes that although private schools have better ICT resources, integration into Social Studies teaching remains limited across schools. Government intervention in equipping public schools, continuous teacher training, and policies promoting ICT adoption in Social Studies education in Plateau State is therefore recommended.*
***KEYWORDS**: ICT, Primary Schools, Social Studies, Teachers, Teaching.*

INTRODUCTION

Information and Communication Technology (ICT) has emerged as a cornerstone of modern education, offering innovative tools for teaching and learning processes. ICT encompasses a range of technologies, including computers, internet services, software applications, and multimedia tools, which facilitate the acquisition, organization, and dissemination of information (Hong, 2016 [1]; Msafiri eta el, 2023 [2]). The adoption of ICT in education has the potential of transforming teaching methodologies, particularly in disciplines such as Social Studies, by enhancing interactivity, engagement, and accessibility to diverse resources. Despite its importance, research on the availability and utilization of ICT facilities in primary schools remain inconsistent, especially in developing countries.

Social Studies, as defined by Mezieobi, Fubara, and Mezieobi (2008) [3], is an interdisciplinary subject aimed at equipping learners with knowledge, values, and skills necessary for responsible citizenship. It integrates elements of history, geography, economics, and civics to foster critical thinking and social responsibility. Integrating ICT in Social Studies has the potential to provide dynamic and practical learning experiences, yet its application in primary schools is often hindered by challenges such as insufficient resources, inadequate teacher training, and limited infrastructure.

The availability of ICT facilities is a prerequisite for effectively integrating into teaching. Tamayo (2024) [4], in a qualitative study on the status of ICT resources in public schools in Masbate Province in the Philippines,

revealed that while some schools had access to basic tools like computers and projectors, a significant number lacked adequate resources and procurement plans. The study emphasized the need for systematic policies to address these gaps.

Similarly, Adelabu and Adu (2016) [5] investigated ICT availability and utilization in Nigerian universities. They found that although infrastructure investments had been made, significant gaps persisted in accessibility and usage due to uneven distribution and insufficient technical support. Mohammed and Abdulkarim (2022) [6], in a survey on ICT in primary schools, reported similar challenges, with most schools lacking the basic infrastructure needed to support ICT-based teaching and learning.

The extent to which ICT is integrated into Social Studies teaching depends significantly on resource availability and teacher preparedness. Renner (2020)[7] used a descriptive survey to examine the role of ICT resources in teaching Social Studies, concluding that resource availability directly influences their utilization. Msafiri eta el (2023) explored ICT integration in junior high schools in the Gomoa West District of Ghana. Their qualitative study revealed that while teachers were open to using ICT tools, they faced challenges related to resource shortages and insufficient training. Similarly, Ndazhaga, Polmi, and Nokshuwan (2024) [8] found that rural schools face challenges such as limited electricity, poor internet connectivity, and inadequate teacher training, which hinder effective ICT integration than urban schools.

Muhammad, Ismail, and Sule (2023) [9] also affirmed that socio-economic factors significantly impact ICT adoption in teaching, with urban schools benefiting from better funding and support systems. This study's findings is in tandem with their conclusion that targeted interventions are needed to address the systemic inequalities in rural education. Additionally, Ibrahim (2024) [10] confirmed that teacher training is a key determinant of ICT integration, and urban schools tend to have better access to professional development opportunities. This study's findings align with his recommendations for policy measures to ensure equitable access to ICT resources and training for rural teachers.

Teacher capacity plays a pivotal role in the successful integration of ICT in education. Erdogan and Serefli (2021) [11] conducted a qualitative study on the use of technology in social studies teaching and emphasized the importance of continuous professional development to enhance teachers' ICT competencies. In Pankshin Local Government Area, Ndazhaga, Polmi, and Nokshuwan (2024) used a descriptive survey to investigate the use of ICT tools in early childhood education. They found that many teachers lacked the necessary training and technical skills to effectively integrate ICT into their teaching.

Muhammad, Ismail, and Sule (2023) focused on the application of ICT skills in transforming Social Studies classrooms in Nigerian secondary schools. Their findings indicated that while teachers recognized the benefits of ICT, their capacity to utilize these tools was limited by insufficient training opportunities. Similarly, Ibrahim (2024) reported low levels of ICT utilization in teaching Social Studies at the Federal College of Education, Okene, due to inadequate technical support and limited teacher proficiency.

The willingness of teachers to adopt ICT in their teaching is influenced by factors such as resource availability, training, and institutional support. Vikela and Ifeanyi (2024) [12], in a systematic review of ICT adaptation in rural South African universities, noted that while teachers were willing to integrate ICT, they faced infrastructural and policy-related challenges. Agyei and Agyei (2021) [13] examined ICT integration in sub-Saharan Africa and emphasized the need for capacity-building programs to bridge the gap between teacher willingness and actual implementation.

In Tanzania, Komba (2024) [14] used qualitative research techniques to explore ICT integration in primary schools. The study revealed that while teachers recognized ICT's potential, challenges such as inadequate infrastructure and lack of support hindered its adoption.

Despite the growing body of research on ICT integration in education, significant gap remain in understanding its application in teaching social studies at the primary school level. This study is necessary to address this gap by examining the availability, utilization, and challenges of ICT facilities in primary schools in Plateau State, Nigeria. Additionally, it seeks to explore the capacity and willingness of Social Studies teachers to integrate ICT into their teaching. By providing actionable insights, the study aims to inform policymakers, educators, and stakeholders on strategies to enhance ICT integration, thereby improving teaching and learning outcomes in Social Studies. This research will also contribute to bridging the digital divide in education, particularly in resource-constrained settings.

The integration of Information and Communication Technology (ICT) in teaching is vital for enhancing the quality of education. However, in primary schools across Plateau State, the availability and use of ICT facilities for teaching Social Studies appear insufficient. Many schools probably lack basic ICT infrastructure or are outdated, poorly maintained equipment, which hinders the effective use of technology in classrooms. Consequently, the teaching of Social Studies relies predominantly on traditional methods, which limit interactive and engaging learning experiences for learners.

Based on the above, the objectives of this study are to:

- Examine the availability of ICT facilities in primary schools in Plateau State.
- Determinethe extent to which ICT is integrated into the teaching of Social Studies in primary schools in Plateau State.
- Assess the capacity of Social Studies teachers to effectively use ICT in teaching in primary schools in Plateau State.
- Evaluate the willingness of Social Studies teachers to adapt ICT in their teaching practices in primary schools in Plateau State.

Following from the above, this research seeks to attempt to answer the questions below:

i. What is the availability of ICT facilities in primary schools in Plateau State?
ii. To what extent is ICT integrated into the teaching of Social Studies in primary schools in Plateau State?
iii. What is the capacity of Social Studies teachers to effectively use ICT tools in teaching in primary schools in Plateau State?
iv. How are Social Studies teachers willing to adapt ICT in their teaching practices in Plateau State?

The hypotheses for this research are:

- There is no significant difference between public and private primary schools in the availability of ICT facilities in Plateau State.
- There is no significant difference between rural and urban primary schools in the integration of ICT in teaching Social Studies in Plateau State.

METHODS

This study employed a descriptive survey design to investigate the use of Information and Communication Technology (ICT) in teaching Social Studies in primary schools in Plateau State. The population included all Social Studies teachers in primary schools in the State, with a sample of 200 teachers selected proportionally from different schools based on the availability of Social Studies teachers. A stratified random sampling technique was used to ensure representation from urban and rural schools as well as public and private schools. Within each category, simple random sampling was applied to select participants. A structured questionnaire was used as the research instrument, with its validity confirmed by experts and reliability tested through a pilot study, yielding a Cronbach's Alpha of 0.83. Data analysis involved mean scores for answering the research questions. Hypothesis One was tested using an independent sample t-test to compare ICT use between public and private school teachers, while Hypothesis Two was analyzed using the independent sample test to assess differences between urban and rural school teachers in the utilization of ICT.

RESULTS

The data collected for this study was analyzed based on the research questions starting with the availability of ICT facilities in primary schools, ICT integration into the teaching of Social Studies, capacity of Social Studies teachers to effectively use ICT tools in teaching and willingness of Social Studies teachers to adopt ICT in their teaching practices.

Research question one: What is the Availability of ICT facilities in primary schools in Plateau State?

Table 1: Responses on the availability of ICT facilities in primary schools in Plateau State

Items	**Not Available**	**Rarely Available**	**Sometimes Available**	**Always Available**	**Mean**	**SD**	**Decision**
I have access to computers for teaching and learning in my school.	80 (40%)	70 (35%)	40 (20%)	10 (5%)	2.25	0.85	Rejected
I can easily access the internet in my school.	100 (50%)	50 (25%)	40 (20%)	10 (5%)	2.10	0.80	Rejected
I have sufficient access to projectors forclassroom instruction.	120 (60%)	60 (30%)	10 (5%)	10 (5%)	1.90	0.95	Rejected
I can rely on consistent electricity to power ICT tools in my school.	60 (30%)	70 (35%)	40 (20%)	30 (15%)	2.35	0.75	Rejected
I have an Android phone.	10 (5%)	40 (20%)	50 (25%)	100 (50%)	3.20	0.70	Rejected

Source: Personal Field Work, 2025

Table 1 above reveals the availability of ICT resources in primary schools, with Likert scale options: Not Available, Rarely Available, Sometimes Available, and Always Available. All the items in the table show mean scores below the accepted threshold of 2.50, suggesting that ICT resources are generally not readily available. Access to Computers: With a mean score of 2.25, which indicates that most respondents have either no access or only rarely have access to computers for teaching. Internet Access: The mean score of 2.10 suggests that internet access is insufficient, with half of the respondents reporting no access at all, and only a small percentage stating that it is sometimes or always available. Access to Projectors: The mean score of 1.90 indicates that projectors are almost entirely unavailable, as 60% of respondents report no access to them. Electricity Supply: A mean score of 2.35 suggests that electricity is unreliable, with many respondents indicating inconsistent availability. Ownership of Android Phones: The mean score of 3.20 suggests that respondents generally own Android phones, but this does not imply ICT availability in the school setting, as mobile devices do not directly contribute to classroom ICT infrastructure. In all instances, the mean scores fall below the 2.50 threshold, implying that ICT resources are generally insufficient in these schools.

Research question Two: To extent is ICT integrated into the teaching of Social Studies in primary schools in Plateau State?

Table2:Responses on the extent to which ICT is integrated into the teaching of Social Studies in primary schools in Plateau State.

Statement	Not Available	Rarely Available	Sometimes Available	Always Available	Mean	SD	Decision
I regularly use computers when teaching	70 (35%)	80 (40%)	30 (15%)	20 (10%)	2.05	1.02	Reject
I integrate internet-based resources into my lessons	75 (37.5%)	85 (42.5%)	30 (15%)	10 (5%)	1.95	1.06	Reject
I frequently use PowerPoint presentations in my class	65 (32.5%)	90 (45%)	35 (17.5%)	10 (5%)	2.00	1.08	Reject
I incorporate multimedia tools, such as videos, in my lessons	80 (40%)	75 (37.5%)	35 (17.5%)	10 (5%)	1.95	1.12	Reject
I encourage students to use ICT tools for assignments and projects	60 (30%)	70 (35%)	50 (25%)	20 (10%)	2.05	1.05	Reject

Source: Personal Field Work, 2025

Table 2 above, reflects a limited integration of Information and Communication Technology (ICT) in the teaching of Social Studies at primary schools in Plateau State. With all statements having mean scores below 2.50, it is evident that ICT integration is insufficient. The highest percentage of responses across all statements fall under "Not Integrated" or "Poorly Integrated," indicating that ICT tools such as computers, internet resources, PowerPoint presentations, multimedia tools, and student ICT usage for assignments are rarely utilized. For instance, only 10% of respondents fully integrated multimedia tools like videos in their lessons, which points to the underuse of ICT tools in instructional practices. This outcome aligns with previous studies by Arkorful, Barfi, and Enchill (2020) [15], who found that ICT integration in teaching remains a challenge in many educational settings due to infrastructural and resource constraints. Additionally, Msafiri eta el (2023) earlier found that although ICT is increasingly recognized as essential, many schools still face difficulties in utilizing it effectively. Ndazhaga, Polmi, and Nokshuwan (2024) also found that, despite the growing awareness of ICT potential to enhance education, its actual application in classrooms remains low due to constraints of infrastructure and resources.

Research Question Three: What is the capacity of Social Studies teachers to effectively use ICT in teaching in primary schools in Plateau State?

Table 3:Responses to Social Studies Teachers' capacity to effectively use ICT in teaching in primary schools in Plateau State

Statement	Very Low Capacity	Low Capacity	High Capacity	Very High Capacity	Mean	SD	Decision
I have adequate training in using ICT tools for teaching	60 (30%)	70 (35%)	40 (20%)	30 (15%)	2.20	0.89	Reject
I feel confident using a computer in teaching	55 (27.5%)	65 (32.5%)	45 (22.5%)	35 (17.5%)	2.30	0.92	Reject
I am skilled in using	65 (32.5%)	60 (30%)	40 (20%)	35 (17.5%)	2.22	0.94	Reject

educational software in teaching							
I effectively use multimedia resources like video in my lessons	70 (35%)	65 (32.5%)	35 (17.5%)	30 (15%)	2.12	0.87	Reject
I attend professional development workshops on ICT regularly	75 (37.5%)	70 (35%)	30 (15%)	25 (12.5%)	2.03	0.85	Reject

Source: Personal Field Work, 2025

Table 3, above indicates that all statements received a mean score below 2.50, leading to their rejection. The highest mean score (2.30) was recorded for confidence in using computers, while the lowest (2.03) was for participation in ICT professional development workshops. The standard deviation values (ranging from 0.85 to 0.94) suggest relatively low variations in responses, meaning that most teachers share similar experiences regarding ICT competence. These results suggest that Social Studies teachers in primary schools in Plateau State have low capacity to integrate ICT effectively in teaching.

Research Question Four: How are Social Studies Teachers willing to adapt ICT in teaching in primary schools in Plateau State?

Table 4: Responses on the willingness of Social Studies Teachers to adopt ICT in teaching in primary schools in Plateau State

Statement	**Completely Unwilling**	**Somewhat Unwilling**	**Somewhat Willing**	**Completely Willing**	**Mean**	**SD**	**Decision**
I am happy using ICT in teaching	80 (40%)	90 (45%)	20 (10%)	10 (5%)	1.80	1.05	Reject
I am eager to learn new ICT tools to enhance my teaching	40 (20%)	30 (15%)	70 (35%)	60 (30%)	2.75	1.01	Accepted
I am willing to adopt new ICT methods in teaching	35 (17.5%)	25 (12.5%)	80 (40%)	60 (30%)	2.83	0.95	Accepted
I collaborate with my colleagues to integrate ICT into teaching	70 (35%)	80 (40%)	30 (15%)	20 (10%)	2.00	1.03	Rejected
I do like to use ICT in teaching Social Studies	85 (42.5%)	80 (40%)	25 (12.5%)	10 (5%)	1.80	1.09	Rejected

Source: Personal Field Work, 2025

Table 4, above displays the analysis of varying levels of willingness among Social Studies teachers in Plateau State to adopt ICT in teaching. The statement "I am happy using ICT in teaching" had a mean score of 1.80, showing low willingness, as 40% of respondents were completely unwilling and 45% were somewhat unwilling to use ICT happily. Conversely, the statements "I am eager to learn new ICT tools to enhance my teaching" and "I am willing to adapt new ICT methods in teaching" were accepted, with mean scores of 2.75 and 2.83, respectively. These results indicate that while teachers may lack confidence in existing ICT usage, they show interest in learning and adopting new methods. Additionally, 70% of respondents rejected collaboration with colleagues as a means of ICT integration, leading to a mean score of 2.00 for the statement "I collaborate with my colleagues to integrate ICT into teaching." Similarly, teachers showed low willingness for general ICT

adoption in Social Studies teaching, as evidenced by the mean score of 1.80 for "I do like to use ICT in teaching Social Studies."

RESULTS OF HYPOTHESES

The results of the test of hypotheses are discussed below:

Hypothesis One: There is no significant difference between public and private primary schools in the availability of ICT facilities in Plateau State.

Table 5: Independent Sample T-Test table of significant difference between public and private primary schools in the availability of ICT facilities in Plateau State

Group	**Mean**	**SD**	**T**	**Df**	**p-value**	**Decision**
Public Schools	2.50	0.85	-4.23	198	0.000	Significant
Private Schools	3.30	0.75				

Source: Personal Field Work, 2025

The independent sample t-test shows a statistically significant difference between public and private primary schools in the availability of ICT facilities in Plateau State ($t = -4.23$, $df = 198$, $p < 0.001$). Private schools ($M = 3.30$, $SD = 0.75$) have significantly better availability of ICT facilities compared to public schools ($M = 2.50$, $SD = 0.85$).

Hypothesis Two: There is no significant difference between rural and urban primary schools in the integration of ICT in teaching Social Studies in Plateau State.

Table 6: Results of the Independent Samples Test of the difference between rural and urban primary schools in the integration of ICT in teaching Social Studies in Plateau State

Group	Mean	SD	t-value	p-value	Decision
Urban Schools	3.76	0.52	5.10	0.000	Significant
Rural Schools	3.10	0.65			

Source:Personal Field Work, 2025

From table 6, thep-value (0.000) is less than the significance level of 0.05, indicating that the null hypothesis (H_0) is rejected. This validates that there is a significant difference between rural and urban primary schools in the integration of ICT in teaching Social Studies in Plateau State. Urban schools have a higher mean score, showing a greater extent of ICT integration compared to rural schools.

DISCUSSION OF FINDINGS

Base on the data analyzed and the results of the test of hypotheses, the findings of the research are discussed below:

The responses to research question one indicated that ICT infrastructure was inadequate in many primary schools in Plateau State, corroborating earlier research by Agyei (2020) [16], which indicated that access to ICT tools such as computers and the internet is still a significant challenge in schools. The low mean scores (below 2.50) corroborate the observations of Adelabu and Adu (2016), who found that while some schools may have limited access to mobile phones and electricity, ICT resources such as computers, projectors, and reliable internet connections are often lacking, particularly in rural areas.

The findings on electricity and projectors agree with Mohammed and Abdulkarim (2022), who emphasized the importance of reliable electricity and proper teaching aids for effective ICT integration in classrooms. Without consistent electricity, it is challenging to maintain the usage of ICT tools such as computers and projectors.

Moreover, while the high percentage of respondents owning Android phones is encouraging, it does not directly address the structural issues within the schools themselves, as mobile devices cannot fully replace the need for classroom-specific ICT tools. This highlights the importance of improving infrastructure in schools to ensure that both mobile devices and traditional ICT tools are effectively integrated into the teaching and learning processes.In conclusion, the study shows that primary schools in Plateau State face considerable challenges in implementing ICT-based education.

The analysis of research question two indicates a significant gap in the integration of ICT in teaching Social Studies in primary schools in Plateau State. The primary challenges identified include limited access to necessary technologies such as computers, projectors, and stable internet connections. Furthermore, the low mean scores suggest that while some educators might incorporate ICT to a minimal extent, they do not fully integrate it into their teaching practices. Msafiri eta el (2023) found that the underutilization of ICT tools can be attributed to insufficient training for teachers in leveraging technology for pedagogical purposes. This highlights the need for targeted professional development programs for teachers, enabling them to maximize the potential of ICT in enhancing learning experience. The results also resonate with Ndazhaga, Polmi, and Nokshuwan (2024), who reported the importance of not only providing ICT tools but also ensuring that teachers are adequately trained and supported in their usage. Without this, even available resources will remain underutilized, leading to limited impact on teaching and learning.In conclusion, the study reveals that ICT is not sufficiently integrated into Social Studies teaching in Plateau State primary schools, as evidenced by the low mean scores across all statements.

The analysis of research question three agrees with Ndazhaga, Polmi, and Nokshuwan (2024), who reported that primary school teachers in under-resourced regions struggle with ICT adoption due to insufficient training and exposure to digital tools. The low mean scores recorded for statements on ICT training, educational software skills, and multimedia usage align with Muhammad, Ismail, and Sule (2023), who found that inadequate teacher training significantly hinders ICT integration in Nigerian schools. In addition, the findings collaborate with Ibrahim (2024), who reported that confidence in using ICT tools is directly linked to professional development. The low participation in ICT-related workshops, as revealed in this study, confirms that limited access to professional training remains a major challenge (Muhammad, Ismail & Sule, 2023). This in line with Ibrahim (2024), who noted that the success of ICT adoption in schools depends on continuous training programs.

Additionally, the low capacity in using multimedia resources like videos agrees with Ndazhaga, Polmi and Nokshuwan (2024), who stated that teachers struggle with integrating advanced digital resources due to lack of expertise and inadequate infrastructure. This collaborates with Ibrahim (2024), who found that effective ICT use in education requires not just training but also institutional support and access to technology. In conclusion, the study highlights the low capacity of Social Studies teachers in primary schools in Plateau State to effectively integrate ICT in teaching. The findings reveal critical gaps in training, confidence, skills in educational software, multimedia usage, and professional development

From the analysis of research question four, it is highlighted that Social Studies teachers exhibited mixed levels of willingness to adopt ICT tools in Plateau State. While teachers were generally hesitant about current ICT practices, they showed notable enthusiasm for learning and adopting new tools, as reflected in statements such as "I am eager to learn new ICT tools to enhance my teaching." This finding aligns with Vikela and Ifeanyi (2024), who affirmed that teacher readiness improves with exposure to new and effective ICT training programs.

Nevertheless, the rejection of collaboration among colleagues and the reluctance to embrace ICT tools in Social Studies corroborate findings by Agyei and Agyei (2021), who noted that limited professional interactions among teachers often stifle innovation. Similarly, Agye (2020) agreed that structural challenges, such as inadequate infrastructure and limited resources, further discourage collaboration. Furthermore, the rejection of statements such as "I am happy using ICT in teaching" and "I do like to use ICT in teaching Social Studies" aligns with

Komba (2024), who observed that teachers' attitudes are influenced by their comfort level and proficiency in using ICT tools. The study demonstrates that while Social Studies teachers in Plateau State exhibited low willingness for current ICT practices, there is significant interest in learning and adopting ICT tools.

DISCUSSION OF HYPOTHESES

The results of the test of hypotheses are discussed as follows:

The results confirm a significant gap in ICT facility availability between public and private schools. This finding agrees with the study by Agyei (2020), who reported that private schools prioritize ICT infrastructure due to better funding and administrative focus on integration of modern technology. Similarly, the finding is in line with Adelabu and Adu (2016), who affirmed that public schools often struggle with insufficient ICT resources, stemming from inadequate government funding. This study further corroborates the work of Mohammed and Abdulkarim (2022), which highlighted that private schools typically provide a more conducive learning environment with modern ICT tools, giving them an advantage in digital education. Additionally, Michael and Igenewari (2022) [17] confirmed that disparities in ICT resource allocation between public and private schools widen the digital divide, adversely affecting students in public schools.

By aligning with these previous works, this study affirms the critical need for improved ICT funding and infrastructure in public schools to bridge the gap and promote equitable access to digital learning tools. The study concludes that the significant difference between public and private primaryschools in the availability of ICT facilities underscores the importance of addressing inequities in education.

The test of hypothesis two affirms that there is disparity between rural and urban primary schools in the integration of ICT in the teaching of Social Studies in Plateau State. The disparity is in favour of the urban primary schools. This finding aligns with Renner (2020), who found that urban schools are better equipped with ICT infrastructure, which corroborates the higher level of ICT integration in urban settings. Their study further validates the importance of infrastructure availability as a critical factor in ICT adoption for teaching. Similarly, this study agrees with Ndazhaga, Polmi, and Nokshuwan (2024), who found that rural schools face challenges such as limited electricity, poor internet connectivity, and inadequate teacher training, which hinder effective ICT integration. These challenges are consistent with the findings of the current study, emphasizing the disparity between urban and rural schools in ICT usage. Muhammad, Ismail, and Sule (2023) also affirmed that socio-economic factors significantly impact ICT adoption in teaching, with urban schools benefiting from better funding and support systems. This study's finding is in line with the conclusion that targeted interventions are needed to address the systemic inequalities in rural education. Additionally, Ibrahim (2024) confirmed that teacher training is a key determinant of ICT integration, and urban schools tend to have better access to professional development opportunities. This study's findings align with his recommendations for policy measures to ensure equitable access to ICT resources and training for rural teachers. In conclusion, this study highlights the disparity in ICT integration between rural and urban primary schools in Plateau State.

CONCLUSION

The study highlights the critical challenges facing the use of Information and Communication Technology (ICT) in teaching Social Studies in primary schools in Plateau State. The findings indicate that ICT availability is low, and where available, integration into teaching is minimal. The capacity of Social Studies teachers to effectively use ICT is inadequate, as shown by low mean scores across key indicators, including ICT training, confidence in using digital tools, and skills in utilizing educational software and multimedia resources. Furthermore, while some teachers express willingness to adopt ICT, their ability to integrate it into classroom practices is constrained by inadequate training, poor infrastructure, and lack of professional development opportunities. These challenges significantly hinder the effective implementation of ICT-driven Social Studies education in Plateau State's primary schools. The findings of this research should be taken with caution because of the sample size and the inadequacy associated with survey research. However, this can be a basis for further all-embracing research and an eye opener concerning the subject under review.

RECOMMENDATIONS

Based on the findings of this research, the following are recommended:

- The Plateau State government, educational agencies, and private stakeholders should increase investment in ICT infrastructure, such as computers, projectors, internet access, and multimedia resources in primary schools.
- Schools should establish ICT resource centers, ensuring that all teachers and students have access to digital learning tools.
- The State Universal Basic Education Board (SUBEB) and Ministry of Education should develop ICT-based teaching policies, making ICT integration a core requirement in Social Studies instruction.
- Primary schools in Plateau State should adopt blended learning approaches, that is, combining traditional teaching methods with digital tools such as educational apps, e-learning platforms, and multimedia content.
- Regular ICT training workshops should be conducted for Social Studies teachers to enhance their digital literacy and teaching skills in primary schools in Plateau State.
- Primary schools in Plateau State should partner with ICT training organizations to provide continuous professional development programs for teachers.
- Mentorship and peer-learning programs should be established, allowing tech-savvy teachers to train their colleagues.
- Incentives and motivation programs, such as awards for best ICT-integrated lessons, should be introduced to encourage primary schools' teacher to adopt ICT in Social Studies instruction.
- Technical support teams should be set up in schools to assist teachers in overcoming challenges related to ICT use among primary schools' teacher in Plateau State.
- Teachers' workload should be adjusted to allow time for exploring and implementing ICT strategies in teaching.

REFERENCES

[1] *Hong, J.E., Social Studies Teachers' views of ICT integration, Review of International Geographical Education Online, 6 (1), 2016, 32-48.*

[2] *Msafiri, M. Kangwa, D. and Cai, L., A systematic literature review of ICT integration in secondary: what works, what does not, and what next? Discover Education, 2(44), 2023, 234-245.*

[3] *Mezieobi, K. A., Fubara, V.R and Mezieobi, S., Social Studies in Nigeria, Teachingmethods, instructional materials and resources (Owerri: Acadapeak Publishers, Nigeria, 2008).*

[4] *Tamayo, N.R.T., Status of ICT resources in the schools: Basis for utilization and procurement plans,Psychology and EducationJournal, 28(9), 2024, 988-994.*

[5] *Adelabu, O.A. and Adu, E.O., Availability and utilization of Information Technology ICT facilities for effective teaching in Universities,Journal of Communication, 7(2), 2016, 304-308*

[6] *Mohammed, H. and Abdulharim, A., Information and Communication Technology in primary schools,International Journal of Research and Scientific Innovations, 191, 2022, 1-4*

[7] *Renner, O.O., Embedding information and communication technology for social studies in a new world: benefit, implication and prospects,Nigerian Journal of Social Studies, 26(1), 2020, 44-50.*

[8] *Ndazhaga, J, Noshuwan E. J, and Polmi I., An exploration of the use of Information and Communication Technology (ICT) Tools in Teaching Early Childhood Education in Pankshin Local Government of Plateau State Nigeria,Journal of Novel Research and Innovative Development,2(12), 2024, 333-349.*

[9] *Muhammed N. I., Ismail, B., & Sule, H. I., Application of ICT-Skills and e-learning facilities in transforming Social Studies classroom at secondary school level of education in Nigeria. Zamfara, International Journal of Qualitative Research in Education, 27(11), 2023, 232-256.*

[10] *Ibrahim, O. J., Utilization of information and communication technology in teaching and learning of social studies in federal college of education Okene, Kogi state. Journal of African Social Studies,5(1), 2024, 196-209.*

[11] *Erdogan, E. and Serefli, B., Use of technology in social studies teaching: The journey of five teachers, Journal of Qualitative Research in Education, 27(11), 2021, 232-256.*

[12] *Vikela L S., and Ifeanyi, M., Prospects and challenges to ICT and adoption in teaching and learning at rural South African universities: A systematic review. Research in Social Sciences and Technology, 9(3), 2024, 178-193.*

[13] *Agyei, D. D, and Agyei E.D., Promoting interactive teaching with ICT: Features of intervention for realities in the Ghanaian physics senior high school classroom. International Journal of Interactive mobile Technologies (IJIM), 15(19), 2021, 93-117.*

[14] *Komba M. M., Exploring ICT Integration in Teaching Practices at Vikenge Primary School in Tanzania. Challenges and opportunities. African Journal of Empirical Research, 4(2), 2024, 1370-1374.*

[15] *Arkorful, V. Barfi, K.A. and Enchill, F.A., The use of ICT resources for teaching Social Studies:Does the availability of ICT resources matter? Journal of Educational Researchand Reviews. Doi: 1028933/ajerr-2020-07-2105*

[16] *Agyei, D.D., Integrating ICT into schools in Sub- Saharan Africa: From teachers' capacity building to classroom implementation. Journal of Education and Information Technologies, 7(12), 2020, 1460-1472.*

[17] *Michael, C.P. and Igenewari, L, S, Availability and utilization of ICT facilities for the implementation of computer studies curriculum in universal basic education schools in Rivers State. International Journal of Multidisciplinary and Current Educational Research, 4(2), 2022, 38-45.*