

## Teachers Perception of the Status of Social Studies Education in Information and Communication Technology Driven Society

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### Abstract

The study focused on teachers' perception of the status of Social Studies education in information and communication technology driven society. One research question and one null hypothesis were formulated that guided the study. The design of the study was descriptive survey research design and the population of the study comprised 308 Social Studies teachers. Questionnaire was used for data collection and data were analyzed using mean and standard deviation, while t-test was used in testing the hypothesis. The findings of the study revealed that, Social Studies education can solve the problem of Information and Communication Technology (ICT) driven society and that there is no significant difference in the mean perception of male and female teachers on the status of Social Studies education in Information and Communication Technology (ICT) driven society. Based on these findings, some recommendations were made, VIZ: Government should de-emphasize curriculum overload and dependence on information and communication technologies devices for instructional delivery in schools and Social Studies teachers at all categories of schools should lay more emphasis on topics that promote and preserve Nigerian cultural heritages

. **Keywords:** Social Studies, Information and Communication Technology, Driven Society

### 1. Introduction

The emergence of Information and Communication Technology (ICT) has brought a devastating destructive force to the life wire of Nigeria and her citizenry and its effects are felt worldwide. For instance, the country has been witnessing high rates of advance fee fraud, cyber crimes, curriculum overload in bid to incorporate ICT in teaching and learning processes and even the rearing of children has been taken from the hands of parents into grips of Information and Communication Technology. Operators of Information Technology render inaccurate societal depiction and individuals respond in active accordance with what is portrayed. It carries about messages of violence, criminal acts, teen sexuality, devastating and disheartened body

image of world celebrities and their false values, all of which encourage loss of society value, crime and criminality, cohabitation homes out of wedlock and destroys marriages through false values propagation. And Nigeria educational stakeholders, researchers, educationists, parents and the society in general felt all is well Nigeria for losing their cultural heritage to ICT. The continuation of the Nigerian citizens to access unrestricted information through Information and Communication Technology about family degradation cycle, propagation of false values, advanced fee fraud/cybercrimes, devastated value system, examination malpractices and marriage instability without any sort of control measure will lead to the collapse of the traditional society as a social function and the force for stability in the nation as well as on a worldwide scale. Since there is no laid down procedure to checkmate accessibility of information embedded in Information and Communication Technology, there is a need for investigation into teachers perception of the status of Social Studies education in Information and Communication Technology (ICT) driven society.

Social Studies as an interdisciplinary and problem-solving subject in its instruction, expresses concerted issues in a modern and vibrant state that ensure maximum development of potentials of individuals and promote knowledge-driven-society that propel overall national development. No wonder, Ugwu (2012) maintains that Social Studies with its broad concept, has its own primary concern in the study of human being and their interrelationship in relation to their physical, technological and socio-cultural environment. According to him “it (Social Studies) attempts to inculcate in the students the requisite attitude and aptitude to be able to make informed decisions about their life unaided, learn, explore, utilize and deal with the challenge of their environment”, (Ugwu, 2012: 115). This boiled down to a thought that the philosophical background of Social Studies emphasizes that some problem exists which constrain the growth and survival of man and his society, and Social Studies as an instructional subject has a practical orientation in problem solving, process of thinking and practice of civic skills such as gaining firsthand knowledge, processing information, examining values and belief as well as participation in problem resolution. Of a truth, Social Studies is capable of facilitating the realization of the potentials in the Nigerian citizens in solving problems traditionally instead of over-dependent on Information and Communication Technology.

## 2. Literature Review

Really, it is not out of context that Information and Communication Technology (ICT) since its inception has gradually improved almost, if not, all aspects of human life. It has rendered tremendous assistance in promoting advancement of human efforts especially in over-hauling, transmitting, storing and retrieving information. It is worthy to note that advancement in modern information and communication technologies have helped countries develop and expand their communication networks, enabling faster and easier networking and information changing. Currently, there are almost three (3) billion internet users and over seven billion mobile phone connection worldwide. Nearly 65% of the world populace now depends on consistent access and accuracy of these communication channels. According to Herhalth (2011:2), “the growing popularity and convenience of assorted aspects of modern information and communication technology however come at a cost”. As business and societies in general increasingly rely on computer and internet-based networking, several crimes against human persons and the societies are being committed and some are being committed with impunity. These crimes against human and societies occasioned by over-dependence on ICT include: advance fee fraud (419), cybercrimes, devastated value system, examination malpractices and family/marriage instability.

## 2.1 Advance Fee Fraud (419)

In contextual debate, the term advance fee fraud popularly known as '419' was coined from Chapter 38, section 419 of the Nigerian Criminal Code which contained information on dealing with fraud, like: obtaining property by false pretences and cheating. Explaining further, Tive (2006:3) is of the view that "the axiom of advance fee fraud generally refers to a complex of offences which in ordinary parlance are related to stealing, cheating, falsification, impersonation, counterfeiting, forgery, and fraudulent representation of facts". In addition, Chawki (2009) notes that, the main difference between advance fee frauds and stealing is the "false pretense" which is the major element in advance fee fraud scams.

Advance fee fraud in its nature is an annoying threat and one of the major problems that stain Nigeria's image in the international community. Tenfa (2006) maintains that advance fee fraud takes diverse forms and degrees ranging from advancing sum of money to murder. Thus, its operational scheme commences with the receipt of an official-looking letter, email or text messages usually purporting to be from the relatives of a former senior government official who prior to their deaths accrues a large sum of money which is currently being held in a bank account within the country from which the letter was being sent. According to Wall (2007:91), "the sender of such typical advance fee fraud letter invites the recipients to assist in the removal of the money by channeling it through his or her bank account. In return for collaborating, the recipient will be offered at least 20% of the total amount to be transferred. Once the recipient responds to the sender, an advance fee fraud is sought to pay for banking fees and currency exchange, when once the victim plays along, he or she is in. Some convince their victims of business opportunity upon which are to invest ₦2,000,000 and receive ₦5,000,000 at the month end. All these have been going on in Nigeria but the law enforcement agents finds it difficult to identify and apprehend these scammers. Chawki and Wahab (2006) opine that, this may be due to the fact that perpetrators can use technology to conceal their identities and physical location thereby frustrating law enforcement effort to locate them.

The true problem of ICT era seems to be to decide exactly how much value should be attached to a given piece of information, especially when that information is stored electronically and digitally. However, Nigerians are not adequately acquainted with the notion to think critically about the information embedded in ICT. They typically accept numerous ideas as contained therein without making any attempt to judge the ideas in terms of truthful pieces of evidence. Some have the belief that since the information is one of the internet-based materials; its genuineness is not questionable. Consequently, Social Studies through the use critical thinking in its pedagogy teaches learners how to challenge these various view points.

## 2.2 Cyber Crime

Over the past decade, the global cybercrime landscape with the help of fortified Information and Communication Technology devices has changed dramatically, with criminals employing more sophisticated technology devices and greater knowledge of cyber security. Not quite long, Malware, scam mails, text messages, strange phone calls, hacking onto corporate site and other attacks of this nature were mostly the work of computer experts in attempt to showcase their talents. Herhalt (2011:2) is of the view that "cyber crime or attack is generally classified as any crime that involves the use of a computer network which includes: financial scams, computer hacking, downloading pornographic images for the internet, virus attacks, e-mail stalking and creating websites that promote racial hatred". These attacks, which were regarded as merely malicious, have gradually evolved into cyber crime syndicates siphoning money through illegal cyber channels. Herhalt (2011) observes that in 2010, politically motivated cybercrime

has penetrated global cyberspace. In fact, weaponry, command and control systems have also been transmitted into the cyberspace to destroy and execute espionage and sabotage.

Cyber criminals are now moving beyond computers and attacking mobile handheld devices, such as smart phones, android and tablet personal computers (PCs). In 2010 also America Message Lab Scientists report that members of malicious software programmes specifically targeting mobile devices rose to 46 percent. Cyber criminals are taking advantage of increasing popularity of mobile phone applications and games by embedding malware into them. This leads to loss of contacts, valid data, pictures and other relevant information stored in phone.

In a digital age, where online communication has become norm, internet users and even government face increased risk of becoming the target of cyber-attacks. As cybercriminal continue to develop and advance in their targets presently, they focus less on theft of financial information and more on business espionage and accessing government and other powerful individual's information with the view of blackmailing them and extort money from them. To fight fast-spreading cybercrime, there is a need for a new re-orientation of teaching and learning of Social Studies in Nigeria. Government and other concerned individuals or bodies of persons need to collaborate globally to develop an effective model, other than arresting and prosecuting the perpetrators of these crimes in order to control the threat to our nation's identity in international arena. This calls for a new re-orientation in Social Studies education in Nigeria. That is Social Studies instructional activity should solemnly focus on improving and broadening the basis of the Nigerian educational system which has been criticized from time-to-time as being narrow and imaginative. Having done this, Social Studies can help Nigerian teachers, pupils and students to discover what is good and unique in the physical, social, economic and cultural traditions which hitherto have been implied or neglected.

### **2.3 Devastated value system**

Over-dependence of Nigerians on ICT devices act as a devastating destructive force to Nigerian society and its effects are felt worldwide. For instance, the rearing of children has been taken from the hands of parents into the grip of mass media as one of the ICT devices. Supporting the above observation, Institute of Medicine (IOM, 2006) concluded after extensive research that television advertisement influences the goods preference, purchase requests, and diet, at least of the children under age 12 years, and is associated with the increased rate of obesity among children and youth. This unhealthy body weight will devastate self-esteem and body images in the Nigerian youth.

The social life information embodied in ICT not only decreases self-esteem of the Nigerian youth, it also promotes cohabitation and sexual promiscuity. Take for instance, about 50 years ago an African teen's family, friends, school, and church probably were the primary agents of child socialization that influenced his or her attitudes, values, and beliefs about sexuality. Today's teens have access to assorted powerful influence embedded in Information and Communication Technology. Steele (1999:333) even reports that, in North Carolina, a cross-sectioned survey of adolescent sexual behaviour revealed that a majority of the state's teens were sexually active while in high school. Even here in Nigeria, it is not over-statement if says that 4 out of 7 if not more senior secondary school students might have engaged in sexual relationship which is not approved by our culture. This ill value comes alongside increase in the depiction of sexual relationship and its content in ICT which is not approved by our culture.

## 2.4 Examination Malpractices

Information and Communication Technologies (ICTs) are powerful tools that can increase access to improved and quality education. Blurton (2002) is of the view ICT are 'diverse set of technological tools and resources, used to communicate, and to create, disseminate, store and manage information. They include computers, internet, broadcasting technologies (radio and television) and telephony (mobile technology). For most students, the advent of mobile telephones, handheld devices including digital readers and the internet has greatly enhanced interpersonal communication and education. Handheld devices have enabled users to access and retain awesome amounts of information for future references. Indeed, Osinula and Ifijeh (2015) maintain that the emergence of these technological tools has greatly enhanced scholarship. They observed that in Nigeria, the breakthrough in cell phone technology (otherwise known as mobile technology) in 2001 has revolutionized the education sector. Sadly, cheating with the aid of mobile devices has become one of the major negative fallouts of the use of technology in education. E-cheating may be viewed as the use of ICT to gain an undue advantage in an examination. This includes (but not limited to) the use of cell phones, programmable calculators, pagers, personal digital assistants (PDAs), computers, internet and so on to gain unfair advantage. Technology was originally meant to enhance the education process and not to distort it. The use of technological tools for examination malpractices does not make technology a culprit. It is only a case of good things finding themselves in the hands of bad users. Possible abuse should not be a reason to discredit such technologies.

E-cheating has taken examination malpractices to a new dimension in Nigeria. Cell phone service provides students with smart ways to beat the efforts of examiners and invigilators. The Joint Admissions and Matriculation Board (JAMB), a body saddled with the responsibility of conducting admission examinations into tertiary institutions in Nigeria reported that out of 40,043 candidates caught cheating during the examination in 2007, 1,948 used mobile phones (Sunday, 2014). It also reported that in 2008, the number of e-cheats increased to 3,039, while in 2009, about 200 mobile phones were seized during the examination, with evidence of prepared answers sent via short message service (SMS), (Sunday, 2014). Lending support to the above reports, Osinula and Ifijeh (2015) observe that, JAMB blacklisted 23 examination centres for massive examination malpractices including attempts to cheat via mobile devices in 2014. Okebukola (2014) posits that 'the manifestation of the analogue methodology of examination malpractice in Nigeria reached new heights around 2005'. According to him, by 2006, the supremacy of the analogue started yielding to digital, driven in large part by the increase in the use of mobile devices by candidates (Okebukola, 2014).

### Forms of e-cheating

According to Osinula and Ifijeh (2015:117), the following are the observed ways through which students carry out e-cheating:

- Coded information is stored in handheld devices which are brought into the examination hall.
- Leaked question papers with answers are downloaded from dubious websites
- Use of mobile devices in exchange of answers among candidates and touts (outside the halls) during examinations.
- Copying of notes into iPods which are taken into examination centres.
- Stuffing needed information in cell phones and taking such into the examination hall
- Taking pictures of notes with cell phones and using same to gain unfair advantage during examinations

- Voice recordings of notes for use during examinations
- Taking a photo of question papers and sending same to someone outside the examination hall, with answers sent back as images or text messages.
- Storage of needed notes and formula in programmable calculators for use during examinations.
- Use of cell phones calculators in examination where calculators are not allowed.
- Use of handheld devices to browse for solutions during an examination.

If e-cheating in examination is not controlled, its consequences will be enormous. It ends up producing half-baked students holding certificates without the know-how, thus crippling productivity. They may even end up sacking themselves from highly demanding jobs, due to incompetence, even though the remuneration is high. Institution noted to be associated with examination malpractices normally pay the price of their certificates being rejected or not being recognized due to its loss of credibility. Examination malpractice is highly contagious, especially when an institution is not addressing the issue adequately enough. Thus even good students could be lured into the act and when they continuously succeed their learning spirit will die. Others who would prefer to work hard and get genuine results may unfortunately not attain competitive grades and may be denied admission or job

## 2.5 Family/Marriage Instability

Doughty (2008:1) quoting Justice Coleridge, senior judge in charge of family courts across South-West England for the past eight years states that “families are the cells which make up the body of society, if the cells are unhealthy and undernourished, or at worst cancerous and growing haphazard and out of control, in the end the body succumbs”. Coleridge, who has been presiding over cases of divorce, children in care, and family break-up, has also determined that “the collapse of the family unit is a threat to the nation as bad as terrorism, crime, drugs or global warming” (Doughty, 2008:1). Surprise should not come from this declaration itself, but in the fact that the members of today’s society have become so numbed that readers are likely to mistakenly disregard this statement as the product of an outlandish theorist. Nigerians are seemingly unaware of the devastating crumbling of the family unit despite witnessing failure of half of all marriages, rampant teen pregnancies, and single-parent, cohabitating, and broken families to such a prominent extent that a Nigerian family today who meets the profile of a traditional family is labeled as ‘abnormal’. In Nigeria’s past, the family unit formed the core of society; however, with the advent of reckless information and communication technologies, there has been a breakup of this key moral determinant.

The family unit has traditionally been the core unit of Nigeria society. It is the basic element that socializes all members of society to shape each into acceptable and respectable members of that society, thereby bringing about basic reproduction, stability, personal morals, progress, and healthy social units. Groat (2012) states that, the family exists to aid in each individual’s well being, providing care and fulfillment, as well as basic functions such as housing, nourishing, and educating its members. To her, “its traditional structure, headed by a cohabitating husband and wife, creates functional stability, a mother’s primary role serves to care for and nurture children while a father’s primary role is to bring financial stability and provide for family resources and basic necessities”. When a family functions under these basic principles, it is able to thrive and achieve society’s basic goals.

In contrast, if one or more elements of this social unit are missing or dysfunctional, society fails to function efficiently. Durham (2008) adds that the society members would become displaced and unstable, creating a tangled web of social malfunctions: the education,

socialization, and moral development of children fail; individuals find themselves with a loss of direction and stability; deviance becomes commonplace; and ethical and moral issues become distorted and contentious in our evolving society today. To slow and eventually halt this devastating process, Nigeria first must determine the root causes of family breakup. Among many factors, the most pervasive and prevailing factor seems to stem from messages delivered from ICTs devices. In a globalized world of communication, one experiences the invasion of information and communication technologies almost every minute of life. It can be found at school, in workplaces, in cars during daily commutes, and in checkout lines at grocery stores. We even allow it to invade our homes through television sets, computers, telephone/mobile phone, magazine subscriptions and video games. Although technological advancement provides great potential for human growth and development, it also brings distorted images and concepts that invade our perceptions and distort our morals. Children seem to be the most vulnerable to information and communication technology devices attack.

Youth are now criminally minded and quest for quick wealth, indulging in cultism, political gangsters, 419, sexual harassment and other lots of wrong values owe their wide spread to over-dependent on ICT. Kids now carry sticks around while playing around to display dangerous actions of armed robbers all learnt from ICT devices. What can one do about these ill behaviours of today's children? Re-orientation of Social Studies education is the answer. For example, Awe in Ikwumelu and Oyibe (2014:11) is of the view that "Social Studies is a discipline that if properly programmed and effectively taught will help to solve social problems that are facing developing countries like ours (Nigeria) where old norms and values are fast losing their grips and without any effective substitute to replace them". This implies that if teachers effectively teach Social Studies curriculum contents, it will instill in the learners the inquiring spirit that will bring about development of positive values. Agreeing with this, Jarolimek (1977:3), maintains that, "Social Studies is expected to contribute immeasurably to the development of confidence, hope and positive self-images in children in conflicting ideologies, values and attitudes since it aims at helping young people develop competences that enable them to deal with and to some extent manage, the physical and social forces of the world in which they live". It also provides young people with the feeling of hope in future and confidence in their ability to solve social problems which hold sway in ICT driven society. The study consequently aims at ascertaining teachers' perception of the status of Social Studies education in Information and Communication Technology (ICT) driven society.

### 3. Research Question

1. What are the perceptions of teachers on the status of Social Studies education in Information and Communication Technology (ICT) driven society?

### 4. Research Hypothesis

**H<sub>01</sub>:** there is no significant difference in the mean perception of male and female teachers on the status of Social Studies education in Information and Communication Technology (ICT) driven society.

### 5. Methodology

The design of the study was descriptive survey research design. The design aimed at ascertaining teachers' perceptions of the status of Social Studies education in ICTs driven society without manipulation of any variable. The study was carried out in Secondary Schools in Ebonyi State. The population of the study comprises all 308 Social Studies teachers who studied and teach the subject in public secondary schools in Ebonyi State.

The distributions of the population among the three (3) education zones are as follows: Abakaliki education zone has 116 Social Studies teachers, Afikpo education zone has 103 Social Studies teachers and Onueke education zone has 89 Social Studies teachers (Ebonyi State Ministry of Education, 2023). The total number of the teachers involved in the study in the three (3) Education zones is not enormous consequently the whole of them, which is 308, were used for the study.

The instrument used for data collection in this study was 20-items questionnaire designed by the researchers to elicit information from the respondents based on the research question that guide the study. Copies of the questionnaire were distributed to the 308 Social Studies teachers in their respective schools in the three education zones in Ebonyi State by the researchers and three research assistants. The respondents filled the questionnaire by ticking ( $\checkmark$ ) to the extent they agreed or disagreed with the statement made and the researchers with the research assistants waited and collected the questionnaire at completion. Research question was analyzed using mean ( $\bar{X}$ ) and standard deviation (SD). Hypothesis was tested using t-test at 0.05 alpha level of significance. The mean used for decision making was 2.50. Scores from 2.50 and above were accepted while scores below 2.50 were rejected

## 5. Results

What are the perceptions of teachers on the status of Social Studies Education in ICT driven society?

Data collected from items 1-20 were used to answer the research question. Summary of results of data analysis were presented in table 1.

**Table 1: Mean Perception of Teachers on the Status of Social Studies Education in Information and Communication Technology (ICT) Driven Society**

S/No	Questionnaire Items	$\bar{X}$	SD	Decision
1	Social Studies education enhances development of civic competence	3.46	0.57	Agreed
2	It encourages development of skills for solving problems	3.44	0.62	Agreed
3	It gives opportunity for important social and moral issues to be introduced into school curriculum	3.49	0.61	Agreed
4	It contributes immeasurably to the development of positive self images in our children	3.44	0.62	Agreed
5	It helps learners to develop competence that enables them to deal with the physical and social forces in the world they live	3.44	0.60	Agreed
6	It instills in the learners the inquiring spirit that will bring about development of positive values	3.47	0.56	Agreed
7	It helps the learners to develop ability to make decision so as to solve personal and society related problems	3.46	0.66	Agreed
8	It provides learners with avenue to shape public policies by participating in intelligent social actions	3.39	0.64	Agreed
9	Social Studies education focuses on people, their action and inaction	3.55	0.65	Agreed
10	It helps the learners to develop ability to respect the worth and dignity of individuals	3.45	0.54	Agreed
11	It equips the learners with skills of locating relevant information about one's culture	2.49	1.22	Disagreed
12	Social Studies education exposes the learners not only to contemporary issues but issues that are value-laden	3.52	0.52	Agreed
13	It encourages the development of respect to individual's human rights	3.32	0.65	Agreed
14	It enhances development of capacity for logical and sound rational judgment	3.17	0.67	Agreed



15	Social Studies education encourages learners to develop positive attitude to citizenship	3.28	0.60	Agreed
16	It motivates the desire to make positive contributions to the creation of prosperous united Nigeria	3.46	0.66	Agreed
17	It helps the learners to fit into the society in which they live	3.48	0.54	Agreed
18	It develops an awareness and appreciation for the interrelatedness of human knowledge and life	3.45	0.54	Agreed
19	It inculcates the right type of value and attitudes for the survival of individuals and the Nigerian society	3.42	0.65	Agreed
20	Social Studies education develops in the learners an appreciation of their cultural heritages and desire to preserve them	3.47	0.67	Agreed
<b>The grand mean</b>		<b>3.43</b>		

The results of data analysis presented in table 1 revealed that the respondents disagreed to item 11 which said Social Studies education equips learners with skills of locating relevant information about ones culture. The results in table 1 also revealed that the respondents agreed that 1,2,3,4,5,6,7,8,9,10,12,13,14,15,16,17,18,19 and 20 are the functions of Social Studies education. The grand mean of all items in table 1 is 3.43 which greater than 2.50 used as mean for decision making. Therefore, it is the perception of the respondents that Social Studies education can solve the problem of ICT driven society.

### Testing of Null Hypothesis 1

**Ho<sub>1</sub>:** There is no significant difference in the mean perception of male and female teachers on the status of Social Studies education in ICT driven society.

Data collected from items 1-20 were used to answer the research question. Summary of results of data analysis were presented in table 2.

**Table 2: t-test analysis of the mean perception of male and female teachers on the status of Social Studies education in information and communication technology (ICT) driven society**

Variables	N	X	SD	df	t-cal	t-crit	$\alpha$	Decision
Male	113	3.36	0.34	306	0.12	1.96	0.05	Accepted
Female	195	3.37	0.39					

In table 2, it can be observed that, female teachers recorded higher mean perception score of 3.37 compared to the mean perception score 3.36 for male teachers. The differences in these mean perception scores are statistically not significant at  $\alpha = 0.05$ . This is because the calculated t-value (0.12) is less than the critical value (1.96). Therefore, the null hypothesis (Ho<sub>1</sub>) is accepted which implies that there is no significant difference in the mean perception of male and female teachers on the status of Social Studies education in ICT driven society.

## 6. Discussion

The results of data analysis presented in table 1 revealed that the respondents disagreed that Social Studies equips learners with the skills of locating information about ones culture. The finding of the study agrees with the observation made by Bozimo and Ikwumelu (2008) that Social Studies does not focus on purely individual problems or problems that are peculiar to a given individual, and it is not synonymous with indoctrination nor with uncritical acceptance of beliefs, rather it aims at helping people develop the ability to make decisions so that they can

resolve personal problems and shape policy by participating in intelligent social action. Social Studies can thus help Nigerian citizens generally to develop the ability to respect the worth and dignity of individuals, it will help in the inculcation of national consciousness and national unity, instill in man a disposition for acceptance of attitudinal change or rebranding in order to tame the tide of corruption which has enveloped all sectors of life in Nigeria.

The results presented in table 1 also revealed that the respondents agreed that Social Studies education can solve the problem of ICT driven society and that there is no significant difference in the mean perception of male and female teachers on the status of Social Studies education in Information and Communication Technology (ICT) driven society. The findings of this study is in line with the view of Jarolimek (1977) that, "Social Studies is expected to contribute immeasurably to the development of confidence, hope and positive self-images in our children in conflicting ideologies, values and attitudes since it aims at helping young people develop competence that enables them to deal with and to some extent manage, the physical and social forces of the world in which they live".

In the study, it was reviewed that Nigerian youth are now criminally minded, indulge in cultism, political gangsters, 419, sexual harassment and other lots of unacceptable values due to the emergence of ICT devices. Social Studies through the use critical thinking in its pedagogy teaches learners how to challenge various view points. This probably informs Awe in Ikwumelu and Oyibe (2014)'s view that Social Studies is a discipline that if properly programmed and effectively taught should help to solve social problems that are facing developing countries like ours (Nigeria) where old norms and values are fast losing their grips and without any effective substitute to replace them.

## 7. Conclusion

Evidence revealing the destructive nature of information and communication technology devices on the Nigerian society is overwhelming. The continual disregard of this enormous issue is demoralizing world societies. Parents are being continuously robbed of their roles in rearing and educating their children by allowing ICT to invade the home. The basic unit that serves to maintain stability in the society is suffering a devastating ailment caused by ICTs' false doctrines and immoral instruction. The methods of society invasion by the ICTs come through, advance fee fraud, cyber crimes teaching of violence, embedded negative self-body image, encouraging sexual promiscuity and examination malpractices, thereby producing high handed criminals, half baked graduates, single parent and/or cohabitating families, and broken marriages through pornography. And everybody thinks all is well with Nigeria and her citizens. Almost every researcher that ventures into ICTs write on their importance in the overall development of human person but no one asks question about their consequences. This motivated a study on teachers' perception of the status of Social Studies education in Information and Communication Technology (ICT) driven society and the findings of the study revealed that Social Studies if properly programmed and effectively taught should help to solve problems arisen from countries over dependence on ICT.

## 8. Recommendations

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

1. Government should de-emphasize curriculum overload and dependence on information and communication technologies devices for instructional delivery in Nigerian schools.

2. Social Studies teachers in all categories of schools should lay more emphasis on topics that promote and preserve Nigerian cultural heritages

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