UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING THE USAGE OF MULTIMEDIA RESOURCES IN TEACHING AND LEARNING OF SOCIAL STUDIES CONCEPTS IN JUNIOR HIGH SCHOOLS IN GHANA

DICKSON APPIAH KORANTENG

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DICKSON APPIAH KORANTENG
(202137197)

A thesis in the Department of Social Studies Education, Faculty of Social Science Education, submitted to the School of Graduate Studies in partial fulfilment of the requirements for the award of the degree of Master of Philosophy (Social Studies) in the University of Education, Winneba.

MARCH, 2023

DECLARATION

Student's Declaration

I, Dickson Appiah Koranteng, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ……..…….

Date: …….

Supervisor's Declaration

We hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

…… (Principal Supervisor)

Signature: ……

Date: ……

…… (Co-Supervisor)

Signature: ……

Date: ……

DEDICATION

To my late father, David Asante Koranteng (Elder), late brothers Michael Asante Koranteng, Isaac Ofori Koranteng (Pastor) and James Adu Koranteng for the inspiration that you were in my life.

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Earning an M. Phil. requires prolong study and intense intellectual efforts. It is a long steep hill that takes extreme determination and patience to climb. The realization of this thesis is the fruit of several years of determination and hard work. However, it would not have been possible without support from many individuals and institutions. It is a great pleasure to acknowledge those who contributed in diverse ways to make this research possible. First of all, I thank the Almighty God for the sustenance throughout this M. Phil. journey. The research was conducted under the supervision of Dr. Anthony Bordoh. I would like to thank him sincerely for his encouragement, counsel, and generous guidance without which, this work would not have been possible. Your mentorship has been invaluable in my academic advancement. I indeed acknowledge my indebtedness to these persons for their support guidance, patience and attention that made the completion of this study possible. My family: Barbara, my wife, children (Hagar, Gloria, Anna, and Judith), and my sister Dora. You are indeed the cornerstone of this academic milestone. You will always have a special place in my academic endeavor. Thank you.

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ABBREVIATIONS

BECE	Basic Education Certificate Examination
CAI	Computer Assisted Instruction
DD	Digital Divide
EFL	English as Foreign Language
GES	Ghana Education Service
GIS	Geographic Information System
ICT	Information Communication Technology
JHS	Junior High School
MoE	Ministry of Education
NaCCA	National Council for Curriculum and Assessment
NCSS	National Council for Social Studies
NGOs	Non-Governmental Organization
SISO	School Support Improvement Officer
TNA	Training Needs Assessment
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The study assessed the usage of multimedia resources in the teaching of Social Studies concepts in Presbyterian College of Education Demonstration JHS, Akropong – Akuapem. The study was anchored on the Richard Mayer"s Cognitive Theory of Multimedia Learning. The targeted population for the study encompassed seven Social Studies teachers in the Presby University College of Education Demonstration JHS in the Akuapem North Municipality. Under qualitative research design, case study was adopted and semi-structured interviews and lesson observations were used in gathering data. The sample of this study was purposive technique. The study found out among others that, though, Social Studies teachers appreciate the benefits of multimedia resource usage in the classroom such as students enjoying lessons which aids comprehension of concepts than the traditional method, allows student-centered teaching where students construct their own knowledge with the teacher as a facilitator, improves teacher efficiency of the content, they often find smooth and effective use in Social Studies instructions challenging which make them develop unfavourable attitude towards the usage. From the findings, the study recommends in-service training, enactment of school-based ICT policies to support the teacher for effective utilization of multimedia resource, provision of resources and adoption of maintenance culture of the resources to improve learning outcomes.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The Educational systems around the world are under increasing pressure to use the new technologies to teach students the knowledge and skills they need in the 21st century. Education is at the confluence of powerful and rapidly shifting educational, technological and political forces that will shape the structure of educational systems across the globe for the remainder of this century. Many countries are engaged in a number of efforts to effect changes in the teaching and learning process to prepare students for the information and technology-based society. Multimedia provides an array of powerful tools that may help in transforming the present isolated, teacher-centered and text-bound classrooms into rich, student-focused, interactive knowledge environments (Rugut & Role, 2015). Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources (Lumen, 2020). In this 21st century media-suffused environment, the advancement of technologies has stimulated the production of more interesting and effective approaches in teaching and learning context. In the education field, we use audio, video, slides, overhead transparencies, etc., to assist in the teaching process inside the classroom. The word „multimedia" describes a combination of different media (Lumen, 2020).

Abdulrahaman, Faruk, Oloyede, Surajudeen-Bakinde, Olawoyin, Majabi, Imam-Fulani and Azeez, (2020) define the term multimedia as the combination of more than one media type such as text, symbols, images, pictures, audio, video and animations usually with the aid of technology for the purpose of enhancing understanding or memorization. Nimmagadda and Krishnaveer (2018), said multimedia provides a complex multi-sensory experience in exploring learners‟ world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that learners can integrate a large amount of information. According to Almarabeh and Amer, (2015), multimedia is a term frequently heard and discussed among educational technologist today. Unless clearly defined, the term can alternately mean a provident mix of various mass media such as text, audio and video or it may mean the development of computer-based hardware and software packages produced on a mass scale and yet individualize use and learning. When computers became prevalent in society, people started using them to perform various tasks to make their life easier. Computers are a powerful resource that we can use for many things. Interactive multimedia is a reliable technological innovation, and it has the potential to modernize the way we read and explore educational things (Gunawardhana, 2016). These types of interactional tools are likely to make educational subjects more interesting.

Rodriguez, Nussbaum, López and Sepúlveda, (2018), in their quest into the usefulness of multimedia in education wrote that, multimedia has been used in education for many years. In teacher-driven education, multimedia lessons were found to be effective in teaching and produced higher levels of performance than non-multimedia instruction. This highlights that the unique characteristics of a subject

influence the success of learning via picture or audio presentations. Multimedia (e.g. text, images and audio) have been used regularly to support teaching and learning. Lessons have become more active and learner-centered with respect to multimedia integration and the use of multimedia resources in teaching and learning at schools in South Africa. In fact, researchers of teaching recommend the use of a wide variety of multimedia resource material (text, images and audio) (De Sousa & Van Eden, 2009 cited in Rodrigue et. al., 2018). The objective of using multimedia resource as an educational tool is not to eliminate the teacher to learn as well as teach particular subjects. It advocates the teacher becoming "Guide on the Side" rather than "Sage on the Stage" (Rodrigue et.al. 2018).

In the student-centered method, the students construct their own knowledge and bring authentic experiences into the learning process with the teacher as the facilitator. Multimedia tools include well designed programs that simulate the teacher‟s role by adding various educational elements to the cognitive process. The learning process involved in multimedia programs facilitates active learning and ensures that users are practicing a subject rather than merely reading about it. Actual communication between multimedia programmed and students constitutes a proper learning process and interactive multimedia is a new technology that is introducing new methods in the learning process to the new generation. Teachers should be able to easily access these multimedia applications to monitor their students‟ progress and modify the application‟s contents according to the students‟ characteristics (Gunawardhana & Palaniappan, 2016). Scholarship in the field has also demonstrated that multimedia technology offers a sense of reality and functions, which is assumed to relatively enhance students‟ learning and increase their motivation to study and

their involvement in classroom-based activities (Gunawardhana & Palaniappan, 2016).

Social Studies has emerged as a significant area of primary, secondary and the early education curriculum all over the world. It is the bedrock for the development of knowledge, skills, values, and understanding required to become an informed, active and responsible citizens who are needed to shape the future health and welfare of the local, national and global community (Poatob, 2015). The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world, the National Council for Social Studies, (NCSS, 2023). In Ghana, the National Council for Curriculum and Assessment (NaCCA) of the Ministry of Education (2020), has it that, Social Studies is an integrated subject that aims to equip learners with knowledge, attitudes, values and skills that will enable them to become active, informed, innovative and responsible citizens. Social Studies addresses the challenges or problems that confront and threaten the survival of the Ghanaian society. It does so by providing the learner with the opportunity to apply concepts, theories and generalizations from a variety of relevant disciplines to analyze, investigate and come out with appropriate solutions to personal and societal problems.

Again, the subject Social Studies provides an opportunity for learners to further explore their immediate environment and the world at large. Therefore, Social Studies specifically focuses on developing the learner‟s curiosity, critical thinking, problem-solving skills and competencies for personal development and leadership. Besides, it seeks to enhance communication and collaboration, creativity and innovation, digital literacy, cultural identity and global citizenship- the needed skills

for the 21st century leaner (NaCCA, 2020). Martorella (1994) cited in Poatob (2015) stipulated that, the enduring goal of Social Studies is to produce reflective, competent, concerned and participatory citizens who are both willing and capable of contributing positively toward the progress of a democratic life of their societies. Poatob, (2015), added that attitudes which are favourable to social, physical, cultural and economic development and will enable the children to participate in the life of the community, and when they leave school, to become innovators and doers of good in society are the primary responsibility of Social Studies. He therefore asserts that values such as co-operation, participation, interdependence on others, open mindedness, honesty, integrity, trustworthiness, diligence, obedience, a spirit of national consciousness and patriotism through interest and involvement in our local, national and world heritage and the creation of their social awareness and critical judgment, as well as constructive, effective thinking are the responsibilities of Social Studies.

Bordoh, et al. (2021), further alluded that Social Studies has its goal which aims at helping the realization of the national goals. The enduring goals of Social Studies is the development of reflective, competent and concerned citizens. Social Studies is therefore important in the school curriculum. In the context of Ghana, Social Studies is a citizenship education which aims at producing a reflective, competent, responsible, and participatory citizen. The teaching philosophy of Social Studies at the Junior High School (JHS) according to NaCCA (2020), states that, the curriculum will enable learners to develop knowledge, understanding, skills and competencies through a combination of social constructivism and social realism. These theories emphasize learning as an active process where the learner constructs knowledge rather than acquiring it. The curriculum is designed to provide learners with opportunities to expand, change, enhance and modify ways in which they view

the world. Teachers need to adopt thematic and creative pedagogical approaches that engage learners in a rich and rigorous inquiry-driven environment, such as multimedia use for learning, project-based learning, games, modelling, questioning, brain-storming, demonstration and role-play which are necessary for achieving learner-centered classrooms and developing learners into creative, honest and responsible citizens.

Eshun (2020), stated that Social Studies teachers adopting thematic and creative pedagogical approaches must possess in addition some expertise in the subject to be taught and that to be able to teach effectively, the teacher must be a lifelong expert in the subject as well as be an instructional expert in methodology. Sivakumar (2018), added early on that, methods to ensure effective Social Studies teaching, as a useful and practical art calls for intuition, creativity, improvisation and expressiveness. Ayaaba and Odumah (2013) cited in Abdulai (2023) opined that, the difference between creative and uninspired teaching is determined by the techniques teachers use in presenting lesson content, skills and values to students. They emphasize that, the responsibility of every Social Studies teacher is to select a particular technique that may provide for the active involvement of students in the teaching and learning processes. The kind of technique that the teacher may use in teaching Social Studies can easily affect the achievement of its objectives. The use of appropriate technique by a Social Studies teacher is therefore very essential for effective achievement of its lesson objectives. Abdulai (2023) supported this view and indicated that there are a number of techniques in the art of teaching Social Studies and it is very important for a Social Studies teacher to emphasize active participation of learners in whatever technique that may be employed by the teacher when teaching Social Studies.

Jordan and Powell (1995) in Abdulai (2023 p. 27) asserted that to be competent is both to have a set of skills to employ them using a flexible responsive set of higher order strategies that bring the desired outcome. He commented on the need for right technique of teaching in these words, "every teacher and educationist with experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right technique of teaching and right teachers". This view was emphasized by Glickman (1991) in Abdulai (2023) when he observed that teachers who are very effective do not use the same set of practices forever, whether students are learning or not, but adjust their practices accordingly. Instead, what effective teachers do is constantly reflect their work. Because of the unique nature and purpose of Social Studies, the techniques that may be employed in teaching of Social Studies must be very useful to direct the learner's attention and focus.

On an account of this, the teacher of Social Studies has to be well grounded in the use of variety of teaching techniques if he or she is to be effective. Social Studies teachers need to possess not only Social Studies content knowledge but also the teaching methodology that best facilitates students' learning (Abdulai, 2023). The implication of the above is that, a good technique employed by Social Studies teacher enables the learners to identify problems and adopt appropriate measures to handle such problems and also develop critical thinking abilities. For effective teaching of Social Studies, the adoption of the right technique is paramount for effective teaching. Social Studies teachers should dedicate enough time for preparation of lesson plans, teaching learning materials and other related activities that will make the teaching of the subject effective and also impact on the attitude of learners positively.

Considering the importance attached to Social Studies in view of its mission and goal, thus to produce reflective, competent, and concerned citizens, it is imperative that much seriousness be given to its teaching in order to realize the accomplishment of the intended outcome (Poatob, 2015). NCSS, (2023) posits that Social Studies classrooms must be "laboratories for democracy" where learners analyze historical and contemporary public issues that impact their lives, and engage in their local community, state, nation, and world. How one teaches is inseparable from what one teaches. NCSS (2023), further emphasized that, in the principles of teaching and learning considering the processes through which knowledge is constructed, produced, and critiqued, teaching Social Studies powerfully and authentically begins with a deep knowledge and understanding of students, the subject, and each subject‟s unique goals. Teachers must pursue ongoing professional development to develop a deep understanding of their subject and best practices centered in research-based social studies pedagogies in order to effectively build on the pillars that support powerful teaching and learning in social studies classrooms.

Again, as seen as citizenship education by some scholars, Social Studies prepares the individual to be accepted globally. When effectively taught with student-centred inclusive pedagogy that integrate technology has the potential of developing in learners higher order thinking such as analysis, synthesis and evaluation which are vital in this 21st Century (Iddrisu, 2019). It is in this view that the usage of multimedia is essential as a resource in the teaching of Social Studies to prepare the learner fit into the global community. Yalley, (2017) added that the objectives of Social Studies can be realized and students‟ learning outcomes improved if Social Studies teachers adopt critical pedagogy that incorporates multimedia resource in their instructions instead of the traditional chalk and talk methods of instructions. The

appropriate integration of the Social Studies subject matter and methods of instructions in instructional settings by teachers can help the student to understand concepts, think, transform and reflect on the body of knowledge presented.

Sousa et al., (2017) indicated that a combination of multimedia resources can be used to teach the Social Sciences effectively, hence the Social Studies. In a study by Atubi, (2021) on influence of multimedia resources on Social Studies: exploring teachers and students experiences in Delta State, South - South Nigeria, established that Social Studies teachers and students in Delta State are unanimous in admitting that multimedia resources have positive influence on Social Studies education. They perceive them to be very effective in promoting the teaching and learning of Social Studies, motivate Social Studies learning and provide practical learning experiences. In the same vein, Ekinci et al. (2019) put that multimedia resources use in the Social Sciences Education as a tool of making students remember easily and durably. They also help foster the grasping of information. Research conducted by Thamarana (2015) on multimedia applications and the internet for teaching, established that teachers can use multimedia resources to identify the various learning styles of individual learners so that they can be matched with the needed teaching methods.

Present day Social Studies teachers are encouraged and in fact required to use modern teaching aids to teach the subject in order to make classroom more lively, understandable and comprehensively to all learners. When learners are made to see, hear, smell and feel, even taste, there is a higher degree of getting them appreciate the subject matter taught. The more of the senses of the learners the Social Studies teacher is able to stimulate and bring to bear on issues taught, the greater would be the attainment of stated objectives in the learning domains. Materials and resources can effectively be utilized to accomplish this purpose. Too often Social Studies lessons

have been described as boring, uninteresting and unchallenging. This negative and uninspiring state can be turned around through the identification, collection, preparation and utilization of instructional materials in the form of multimedia resources (Edinyan & Efiom, 2017). Therefore, it is important for modern day Social Studies teachers to teach the subject with careful selection and use of instructional materials that can be suitably employed by the teacher at all levels to promote effective teaching and learning, hence the use of multimedia.

Resources which enhance effective learning should include the resources that are able to make permanent impressions on the minds of the learners (Edinyan & Efiom, 2017). In the research work of Charanjit, Ong, Tunk, Tarsame, and Nor, (2020) stated that, the 21st century Social Studies teachers as educators must be able to create innovations in the learning process to improve the learning achievement of students. One form of innovation is to create effective and technology-based learning resources. Technology-based learning can bring education in a better and modern direction (Syahrul, Kankok & Abdul, 2021). Based on this, teachers are expected to be able to utilize technology in the learning process. A research work of Demudu and Chakrapani (2016) concluded that, it is common knowledge that the use of multimedia aids is helpful to the teacher as well as the students. Many academicians, committees and commissions constituted by different governments have been unanimous in their praise of the use of these aids to make the learning process lively and lasting. No doubt at all, it saves time besides making the message clear to the learners.

1.2 Statement of the Problem

The public‟s insistence on educational accountability, experts‟ demands for educational reform, and educators‟ concomitant need for evidence of results have all contributed to the current interest in educational delivery (Usman, 2016). Also, it has been held that good teaching resources can never replace the teacher but the teacher uses them to achieve the teaching and learning objectives (Tuimur & Chemwei, 2015). Again, observations indicate that, gradually Social Studies as a discipline is losing its relevance in the Ghanaian school curriculum in changing and or developing the attitude and values of learners, to impact into them relevant knowledge and skills to enable them solve both personal and societal problems (Tuimur & Chemwei, 2015). Akinoso (2018) asserts that, the world today is changing at a fast rate, so also the various sectors in the development and education being one of the key sectors moves along these lines. The teaching and learning of Social Studies using improved ways should be a concern of all stakeholders in education due to its benefits in the society. There is therefore the need to look at how Social Studies is taught at the Junior High School levels in consonance with its relevance hence the usage of multimedia resources in enhancing engagement, teaching and learning of the discipline Social Studies.

The use of multimedia might play a significant role in this area as technology continues to change the world around us. Students and teachers everywhere are discovering exciting and innovative ways to make learning more dynamic, longer lasting, and more applicable to the world outside the classroom. The changing role of education is currently being reinforced with the integration of multimedia technology and this has led a new paradigm in education and the evolution of new concepts in content development and a number of innovative methods in which information can

be communicated to the learner (Almara'beh & Amer, 2015). However, there is little evidence in literature of a study of assessing the teachers‟ knowledge and usage of multimedia resources at the JHS level in teaching and learning of Social Studies concepts in the Demonstration Schools under the University Colleges of Education in the Akuapem North Municipality of the Eastern region of Ghana, where pre-service teachers observe demonstration lessons. Furthermore, there are forty-six public University Colleges of Education in Ghana, all of which turn out about 15,000 teachers annually (Eshun, Bordoh, Bassaw & Mensah 2014). These teachers are expected to teach various subjects including Social Studies at the basic level of education and thus, have an onerous responsibility of laying a firm and sound foundation in the educational career of the young ones entrusted into their care It is against this background the researcher believes that Social Studies teachers knowledge and usage of multimedia resources will help in the teaching and learning of the subject concepts in the JHS. The study therefore, sought to present empirical evidence on the Social Studies teachers‟ usage of multimedia resources in teaching and learning of the subject.

1.3 Purpose of the Study

The purpose was to assess Social Studies teachers‟ usage of multimedia resources in the teaching of Social Studies concepts in the Presbyterian University College of Education Demonstration Junior High School.

1.4 Objectives of the Study

To achieve the purpose of the study, the following objectives were set to:

1. Examine Social Studies teachers‟ experiences on the usage of multimedia resources in teaching of Social Studies concepts in the Junior High Schools.
2. Analyze the relevance of using multimedia resources in teaching Social Studies concepts in the Junior High Schools.
3. Examine the challenges of Social Studies teachers in the usage of multimedia resources in teaching Social Studies concepts in the Junior High Schools.
4. Suggest strategies to deal with the challenges of Social Studies teachers when using multimedia resources in teaching Social Studies concepts.

1.5 Research Questions

The research questions guiding the study include:

1. What are the experiences of Social Studies teachers in the usage of multimedia resources in teaching and of Social Studies concepts in Junior High Schools?
2. What are the perceived relevance of the usage of multimedia resources in the teaching of Social Studies concepts in the Junior High schools?
3. What are the challenges faced by Social Studies teachers in the usage of multimedia resources in teaching Social Studies concepts in the Junior High Schools?
4. What strategies can be adopted to overcome the challenges faced by teachers of Social Studies to enhance the effective usage of multimedia resources in teaching Social Studies concepts?

1.6 Significance of the Study

This research study has the potential to the existing in relation to the usage of multimedia resources in assessing the Social Studies concept in the Junior High schools in the teaching and learning processes in Ghana. It is expected to benefit educators by extending the knowledge base that exist already, as represents empirical evidence in relation to the usage of multimedia in teaching. The researcher also believes that the findings of the study would be beneficial not only to the Presbyterian University College of Education Demonstration Junior High school in the Akuapem North Municipality of the Eastern Region of Ghana under investigation, but the Universities, University Colleges of Education, Ministry of Education and the Ghana Education Service and other agencies as well to determine the In-service Education and Training (INSET) and the initial training needs for Social Studies teachers in the 21st century. This may influence the National Council for Curriculum and Assessment (NaCCA) and teacher training institutions to provide refresher courses to the Social Studies teachers that address the need to effectively and efficiently apply technology in their instructions to enhance lifelong learning.

The District Directors of Education would apply the findings of the study in making critical decisions on the category of ICT facilities to purchase as and the kind of technical support necessary for effective and efficient integration of multimedia resources in instructional processes. The NaCCA of the Ministry of Education will find the results of the study useful in developing Social Studies and ICTs curriculum that will increase the integration of multimedia resources in Social Studies instruction. This will help students acquire digital literacy, critical and creative thinking to work for the country to meet Sustainable Development Goals by 2030. Finally, the findings

from the study will add to the existing literature which will guide researchers conducting studies on similar issues in the future.

1.7 Delimitations

This work confines itself to the assessing the usage of multimedia resources in teaching Social Studies concepts in the Junior High Schools in the Akuapem North Municipality of the Eastern Region of Ghana. It did not look at other areas such as general teaching and learning in the schools, availability of computer as well as internet facilities in the schools in Ghana. Due to lack of resources such as time and logistics, the study was restricted to the Presbyterian University College Demonstration Junior High school in the Akuapem North Municipality to be specific which will make generalization to a wider population difficult. It will not facilitate assessment of causes and effect relationship due the fact that the researcher used a case study method. Again, with multimedia, the process of learning can become more goals oriented, more participator, flexible in time and space, unaffected by distance and tailored to individual learning style, and increase collaboration between teachers and students. Furthermore, the communication of the information can be done in more effective manner with multimedia and it can be an effective instructional medium for delivering educational information because it is enabling the teacher to present the information in various media. However, it comes with so many challenges as far as assessment in concerned.

1.8 Organization of the Study

The study is organized into five chapters. Following are the highlights of what are documented in chapters. Chapter One discusses the background and general concepts of the study, statement of the problem, objectives, purpose, and significance

of the study, as well as the delimitations and the general layout of the report. Chapter Two focuses on the theoretical and conceptual framework of the study. In other words, its emphasis is on the review of related literature of the study by justifying the defined objectives of the research and establishing the theoretical framework for the research work. It shall also identify gaps in the literature in which the study attempts to fulfill. The Chapter Three provides information on the chosen research paradigm, the approach and participants, including sampling techniques, procedures, evidence of ethical considerations, and equipment used in both data collection, and analysis. It dealt also with the research design, description and distribution of instruments in addition the data trustworthiness. In Chapter Four, the results or findings and discussion of the research shall be presented and explained. Chapter Five presents summary of findings, conclusions and recommendations. The major research findings would be itemized and how the research work has contributed to knowledge indicated. This sub-section may also include recommendations and any limitations of the study, including suggestions for future research work.

1.9 Definition of Terms

The following terminologies which appeared in this study have been given definitions that fit the context of this study

Competence: This means skills and proficiency needed to effectively and efficiently carry out a particular task. In this study, competence refers to teachers with enough knowledge, skills, and capacity to effectively use multimedia resources in teaching and learning Social Studies concepts.

Computer Assisted Instruction (CAI): It is one of the individualized instructions by students with the computer to learn the lessons. It is an instructional technique using

the computer package which follows for individual, individually paced and individualized instruction

Constructivism: Constructivism is a theory of learning with grounding from Dewey views on progressive education extrapolated that it is what the learner does that he or she learns and not what the teacher does. It is, therefore, refers to teaching and learning where the learner is actively engaged, dictate the content, instructional objectives and the pace of learning. The constructivist class will employ active student-centered inclusive pedagogies such as brainstorming, group work, debates, problem-solving, scaffolding, and the like.

Gender Parity Index (GPI): This is a socio-economic index usually applied to measure the relative access to education of females and males. The global index is normally released by the UNESCO. GPI is calculated as the quotient of the total number of females by the total number of males enrolled in a given level of education be it primary, secondary, or tertiary.

Information and Communication Technology: This means information sharing using technologies. In this study, the information implies Social Studies content, principles, theories and generalizations shared through the medium of technology such as computers, CDs, DVDs, video, voice, captions, power points, what‟s App and animations.

Learning: Learning means a change in behaviour resulting from experience. It refers to the gaining of knowledge, skills, and desirable attitudes and values from instruction or training. Knowledge being acquired within this context is the Social Studies concepts, principles, theories and generalizations.

Multimedia Resources: refers to using more than one medium of expression or communication. In other words, it is the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience.

Social Studies: Social Studies is a study of the contemporary problems of human survival in society. The subject prepares the individual to fit into society by equipping him/her with relevant knowledge, desirable attitudes and values needed in resolving personal and societal issues. The aim is to develop a critical and creative thinking individual who will contribute to national development in the spirit of patriotism.

Sustainable Development Goals: Sustainable Development Goals are 17 global development targets and aspirations designed by the United Nations in 2015, to serve as a blueprint to achieve a better and more sustainable future for all. Worldwide, countries are collectively working to accomplish these targets by 2030. They are part of the UN Resolution 70/10, the 2030 agenda.

Teaching: Teaching is a process of identifying educators‟ need; feelings, experiences and challenges, and intervening positively to enable them interact and acquire knowledge and skills from the experiences. Within the context of this study, teaching means imparting knowledge, skills, attitudes and values in Social Studies to the learners employing a variety of instructional resources and pedagogy.

Teachers' Perceptions: This refers to the understanding and attitudes that influence Social Studies teachers‟ constructions of reality. In this context, teacher‟s perceptions are the perspectives, thoughts and mental images teachers have on the integration of Multimedia Resources in Social Studies instructions. Teachers‟ perceptions of issues

are shaped by their life experience, background knowledge, gender, age among others. Teachers‟ perception of issues influences their expectations.

Training Needs Assessment (TNA): Is a gradual investigation of an issue or innovation using data and views from different sources to be able to design an effective interventions or recommendations on what should be done as a strategy for encouraging Multimedia use by teachers in the classroom.

CHAPTER TWO

LITERATURE REVIEW

2.1 A Brief History of Multimedia in Education

Since several years ago, education experts had been proposing a new style of education involving using multimedia, which differs radically from the traditional ways. Changing the education systems as a new way is towards a new paradigm for teaching. The development of multimedia technologies for learning offers new ways in which learning can take place in education areas. The arrival of computers in the 1950s has changed the world and the way people are doing things. This is especially true in education, business, and industries to name a few (Rosenberg, 2017). According to Mantiri, (2014), many trainers and educators predicted that computer technology would transform education and become the most important component of educational technology. Although it did not happen overnight, computer inspired the development of another branch of educational technology from the time computer enter the classrooms in the 1960s until about 1990, this perspective was known as educational computing. In 1990s educators began to see computer as part of a combination of technology resources, including media, instructional systems, and computer base support systems. Computer is what usually technology is referred to, and multimedia is part of it.

The first known use of multimedia is in 1962. This was also the time when computer was starting to evolve into global market. According to Roblyer (2014), for many educators, any mention of technology in education immediately brings to mind the use of some device or set of equipment, particularly computer equipment. Ever since the invention of computer, schools are now using computer as part of the teaching and school curriculum as well as implementing computer skills as part of the

learning. Development, access, and transfer of text, sound, and video data have given a unique face to education centers, in the form of multimedia learning. The development of multimedia systems has been very rewarding. So, interest and investment in this technology are increasing and multimedia technologies are the need of the day.

2.2 The Concept of Multimedia Resource in Education

Globalization has completely re-shaped the world in which we live. Technologies are a major factor in shaping the new global economy and producing rapid changes in society. It possesses power, and has the potential to transform the human condition. Within the past decade, the new tools provided by technology have fundamentally changed the way the people work in every sphere of life. They have produced significant transformations in industry, agriculture, medicine, business, engineering and other fields such as education (Mahajan, 2012). He stated again, that technology continues to change the world around us and the academic world is no exception. Almarabeh and Amer (2015) wrote that, students and teachers everywhere are discovering exciting and innovative ways to make learning more dynamic, longer lasting, and more applicable to the world outside the classroom. The changing role of education is currently being reinforced with the integration of multimedia technology and this has led a new paradigm in education and the evolution of new concepts in content development and a number of innovative methods in which information can be communicated to the learner. There is also a shift from a teaching paradigm to a learning paradigm, which changes not only the roles teachers and learners play, but also the role of technology, as well as the role of those who shape and support technological integration in education (Wang & Hung, 2022).

Multimedia is a term frequently heard and discussed among educational technologist today. Unless clearly defined, the term can alternately mean a provident mix of various mass media such as text, audio and video or it may mean the development of computer-based hardware and software packages produced on a mass scale and yet individualize use and learning (Almarabeh & Amer, 2015). Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Again, multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization (Guan, Song & Li, 2018). It supports verbal instruction with the use of static and dynamic images in the form of visualization technology for better expression and comprehension (Alemdag & Cagiltay, 2018). The hardware and software used for creating and running of multimedia applications is known as multimedia technology (Kapi, Osman, Ramli & Taib, 2017).

Muhammad, Muhammad and Zaib, (2021) points that multimedia is more than one media. According to them, they are instructional programs that can be highly interactive and feature combinations of sound, animation, video, graphics, and text. Multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization. It supports verbal instruction with the use of static and dynamic images in form of visualization technology for better expression and comprehension (Alemdag &

Cagiltay, 2018; Sivakumar & Sivakumar, 2022). Oshinaike and Adekunmisi, (2016) in Abdulrahaman et. al. (2020) asserts that multimedia can be interpreted as a combination of data carriers, for example video, CD-ROM, Floppy disc, the internet and software, in which the possibility for an interactive approach is followed. Simhachalam, (2015), adding his view to the meaning of multimedia, postulated that multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. He further asserted multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information.

On his part, Zamzam (2021) used the name interactive multimedia and defined it as a learning media that combines various media in the form of images, text, audio or animation that are interactive with the aim of providing information. Rachmadtullah, Sumantri, Ramadhani and Muhtadi (2018) in Nuraini, (2021) state that interactive multimedia is used by utilizing computer media as a support in the learning process, or can also use smartphones or androids. Yuong (2016) in Mulyadi, (2020) states that the use of multimedia in learning provides opportunities, especially for students and teachers to develop learning techniques that are in accordance with the objectives to achieve maximum learning outcomes. Bahera, (2019) added that there are various ways to define multimedia but the simplest well-known definition is an integration of multiple media elements - audio, video, graphics, text, animation,

etc. into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually. Setiawan, Rachmadtullah, and Iasha, (2021) posit that students learn best by seeing the value and importance of the information presented in the classroom. Learning multimedia is the most important part in a learning process. Learning media is a tool used to assist the teaching and learning process. The purpose of using learning media is to stimulate learning patterns in order to achieve learning success and achieve the desired goals.

Multimedia technology has some characteristics like integration, diversity, and interaction that enable people to communicate information or ideas with digital and print elements. The digital and print elements in this context refer to multimedia-based applications or tools used for the purpose of delivering information to people for better understanding of concepts (Abdulrahaman, Farul, Oloyede, Surajudeen – Bakinde, Olawoyin, Majabi, Imam-Fulani, Fahm & Azeez, 2020). Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information. Students learn best by seeing the value and importance of the information presented in the classroom (Thamarana, 2015). Multimedia tools include well designed programs that simulate the teacher‟s role by adding various educational elements to the cognitive process. The learning process involved in multimedia programs facilitates active learning and ensures that users are practicing a subject rather than merely reading about it.

Actual communication between multimedia programmed and students constitutes a proper learning process interactive. Multimedia is a new technology that is introducing new methods in the learning process to the new generation. Teachers

should be able to easily access these multimedia applications to monitor their students‟ progress and modify the application‟s contents according to the students‟ characteristics (Gunawardhana & Palaniappan, 2016). The above implies that multimedia or digital learning resources assist learners to get on well with mental representations with the use of different media elements, which support information processing.

Information, which is made up of content and sometimes learning activities, is presented with the use of the combination of text, image, video and audio by digital learning resources. It has been demonstrated, by research on using multimedia for learning, that there are more positive results observed in learners who combine picture and words than those who use words only (Abdulrahaman, et al., 2020). The usage of pictures, at the side of texts, reduces the overpowering nature of words and allows the learner to control the reasoning load, which will increase retention. Particularly, photos are located to guide retention because essential features are centered on through placement, layout and coloration. Activation of prior knowledge is engaged quickly with visible analogy, and mental models are created without difficulty as diagrams can enhance information of the way a concept works. Additionally, knowledge acquisition is easier because it stimulatingly allows students to visualize real-life conditions, and motivation is increased as students are able to see the relevance of skills (Agodzo & Lu, 2020). It has also made the walls of the learning space transparent, providing freedom for the learner to explore sources of information outside his institution, even outside his country (Selvaganesan & Jayachithra, 2021).

2.3 Relevance of Multimedia Resource in Teaching and Learning of Social Studies Concepts

Teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establishes the learning objectives and develops teaching resources and implements the teaching and learning strategy (Afzal & Abul, 2021). Generally, the educational relevance of multimedia resource and other categories of ICT use in education cannot be overemphasized. Reference can be made to the period when B. F Skinner applied programmed instructions to teaching machines, through Brunner‟s experiment with Computer Assisted Instruction (CAI), to the current era of information transmission and exchange via the internet. The integration of multimedia resource in the instructional process has the potential of enhancing the quality of students learning outcomes in line with Sustainable Development Goal 4 which focuses on quality education for all and lifelong learning. But learning crisis has been a global issue often hidden by many. Some countries equate 70 more years in school to more learning, but the assumption could be problematic (Iddrisu, 2020).

From World Bank Report, (2018), the evaluation of the learning indicators of children often exposes the problem of learning crisis. Recent data for instance, revealed that about 37 million African children will learn so little in school that they will not be much better off than kids who never attend school. For many people, learning is simply not happening in schools. On the other hand, learning is a cardinal factor that a teacher must consider while teaching students. The application of multimedia resource in teaching and learning has the potential to reverse this trend. From the early 1980s onwards, UNESCO had not only identified media‟s critical role

in social improvement, but also outlined concrete policies, programmes, and strategies in engaging and utilizing various media toward development goals in schools. UNESCO is also sensitive to the idea of creating and sustaining spaces of dialogue. In an age where mediated forms of communication have become the primary means of delivering information and knowledge, what is needed, perhaps, is to extend dialogic forms of communication and conversation across cross-cultural boundaries (UNESCO, 2006 as in Rugut & Role, (2016). The implication here is that multimedia resources usage in teaching and learning of Social Studies concepts help overcome the problem teaching without learning taken place and emphasize the shifting from teaching to learning that creates a student-centered learning where teachers are there as facilitators.

Multimedia (e.g., text, images and audio) have been used regularly to support teaching and learning. Lessons have become more active and learner-centered with respect to multimedia integration and the use of multimedia resources in teaching and learning at schools (Onah & Nziwe, 2021). According to Agordzo and Lu (2020), multimedia has reformed the lesson delivery processes. The lessons delivered in this way are more effective and better understood. The influence of multimedia is in its multi-sensory ability which arouses many senses of the learners. Multimedia is an innovative and real teaching and learning tool, because it aids students, motivate their learning process and helps them understand the information presented. It helps teachers‟ present information in an effective way. Learners become vigorous partakers in the lesson delivery process instead of being inactive learners. Atubi and Obro, (2020) affirmed the active role the learners assumed by stating that with multimedia resources, the teacher is no more the king or queen of the classroom as students are now active procurers, extractors and architects of information.

Multimedia applications are used to grab student‟s attention and generate interest during learning process. It can improve the student‟s attitude toward content and learning.

Multimedia technology offers a sense of reality and functions, which is assumed to relatively enhance students‟ learning and increase their motivation to study and their involvement in classroom-based activities (Wang & Hung, 2022). Almara'beh et al., (2015) numerated the relevance in terms of teaching that multimedia use or application tools for teaching and learning give the teacher the ability to turn abstract concepts into concrete contents, ability to presents large volumes of information within a limited time with less effort, ability to stimulate students' interest in learning and provides teacher with the ability to know students position in learning. Kozma (1991) cited in Murithi and Yoo (2021) posited that different studies have supported the use of ICT in education as an enabler in the process of teaching and learning by assisting the learner to grasp concepts that would otherwise have remain abstract. Adding to the relevance, Guo and Jia, (2016) stated that, multimedia teaching can realize the direct interaction between teachers, students, and computers without waiting. The process becomes more convenient, and feedback can be obtained immediately through multimedia, which can cultivate students to be active learners, rather than as passive absorbers of information while in class, teachers can freely choose multimedia teaching resources that are consistent with the teaching objectives and can adjust the teaching pace and content of the class at any time according to the feedback of students. This kind of efficient interaction can stimulate students‟ interest in learning.

According to Onah and Nziwe, (2021), multimedia applications enable students increase their memory of content and foster deeper learning when compared to traditional teaching ways that are used by teachers and lecturers. Multimedia applications for educational purposes also can make the learning fun and decrease the anxiety and tension toward certain scary subjects. Again, multimedia helps to develop higher order cognitive skills and appeal the student psyche towards learning. With the use of animations, multimedia makes lessons attractive and affective. Rugut & Role, (2016) indicated in a research paper that before educational media is used in the classroom teachers focus attention upon their students. They want to know what impact it will have on students‟ learning outcomes. Teachers use educational media because it motivates students and offers a different mode of presentation. Instead of using computers for drill and practice, more confident teachers use educational media as an instructional tool to enhance students‟ learning. Ogunbote and Adesoye (2016) in Madhurima (2019), expressed that multimedia technology adds new dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animations. Stating further that it has been established that learners retain more when a variety of senses are engaged in impacting knowledge; and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual senses.

Adding to the easy presentation of concepts using multimedia resources in teaching Okedeyi, Oginni, Adegorite and Saibu (2015), opined that with multimedia resources, instruction is made easy and well understood by the students. This was in a study carried out to investigate the relevance of multimedia resources in teaching of scientific concept in secondary schools. However, teachers don‟t teach with multimedia resource material as put by them, because they are not readily available

and they lack the skills to make them available by improvising them. This shows that the use of multimedia resources in our secondary schools in teaching and learning is inevitable. It will also go a long way to improve and make teaching and learning to be effective. The usage of pictures, at the side of texts, reduces the overpowering nature of words and allows the learner to control the reasoning load, which will increase retention. Particularly, photos are located to guide retention because essential features are centered on through placement, layout and coloration. Activation of prior knowledge is engaged quickly with visible analogy, and mental models are created without difficulty as diagrams can enhance information of the way a concept works. Additionally, knowledge acquisition is easier because it stimulatingly allows students to visualize real-life conditions, and motivation is increased as students are able to see the relevance of skills (Agodzo & Lu, 2020).

Students will learn more and understand better through visual aids such as pictures, video, and movie. On issue of students‟ alertness and focus during lessons, Zimmer (2013) in Mantiri (2014), says multimedia presentation keeps student alert and focused. On the other hand, students need skills of their own to analyze and interpret information, such as what Mantiri (2014) says that, so much of today‟s media is in visual form, students need visual literacy skills to understand information that integrates images, video, sequences, design, form, symbols, color, 3D, and graphic representations. They need to know how to interpret visual messages and look beyond the surface to determine deeper meaning in what they see. Researching on the same relevance of multimedia in teaching and learning, Powell and Murray, (2012) opined that some ideas cannot be reliably communicated through books. For example, music must be heard, paintings seen, perfumes smelt and wines tasted. Some learners learn things either by reading or hearing and others by combining the senses. Powell

and Murray note that experiences such as seeing the way colours change in bright light cannot be learned by reading a text but by experiencing in a different way. This is why multimedia must be employed in understanding of the concepts of all settings particularly where children are involved.

Research by Simhachlam, (2015) concluded by stating that teachers can incorporate multimedia learning into their classroom by identifying the learning styles of each of their students, matching teaching methods to learners‟ multimedia learning for difficult tasks, strengthening weaker learners‟ multimedia learning through easier tasks and drill, and teaching students, selection of learning strategies. Multimedia offers social studies teachers‟ enormous opportunities for making learning and teaching environment meaningful and effective. Ogunbote and Adesoye (2016) in Madhurima, (2019), expressed that multimedia technology adds new dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animations. Stating further that it has been established that learners retain more when a variety of senses are engaged in impacting knowledge; and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual senses. The representation of information by using the visualization capabilities of video are said to be immediate and powerful. In science lessons, multimodal information through images and animations, pictures, including sound and speech are recommended for deep understanding (Onah & Nzewi 2021).

Lessons have become more active and learner-centered with respect to multimedia integration and the use of multimedia resources in teaching and learning at schools in South Africa. In fact, researchers of teaching recommend the use of a wide variety of multimedia resource material (Onah & Nzewi, 2021). Ilhan and Oruc,

(2016) study the effect of multimedia tools on the performance of 67 grade 4 students of social studies in Kayseri, Turkey and this was what they presented. Teaching tool with Computer representation with text, audio, video and animation as its components applied on a control group and an experimental group. The study concluded that academic performance of students in Social Studies was greatly improved when multimedia technique was applied as compared to traditional classroom. Multimedia have also succeeded in psychomotor development and strengthening of visual processing of the intended users in multi-disciplinary multimedia educational programmes where DVDs were used as multimedia technology. Also, the integration of multimedia by means of a portable DVD player may be used as the foundation for a mind-shift that must be made (Malik & Agarwal, 2012 cited in Onah & Nziwe, 2021). Another study done by Akbari and Razavi (2015) explored the attitudes of 57 Iranian English as Foreign Language (EFL) teachers towards using authentic materials in teaching. The results indicated that the internet and TV would be the most used sources for obtaining authentic materials.

Using technology in teaching provides qualified access and exposure to linguistic and cultural materials and enhances access more efficiently than a single medium alone. These kinds of materials provide a natural and context-rich linguistic and cultural situation that enables the learners to access authentic target language reflecting cultural changes more effectively than printed sources. Multimedia technology is probably one of the most exciting innovations in the information age. The rapid growth of multimedia technologies over the last decade has brought about fundamental computing, entertainment, and education. The theory of multimodality has been the basis for the contention that the simultaneous processing of different modes of text, image, sound and gesture in visual texts is a different function from the

linear, sequential reading of print-based texts (Razavi, Ghanizadeh & Akbari, 2016). In terms of quality education delivery, multimedia has the potential to create high quality learning environments. With the capability of creating a more realistic learning context through its different media and allowing a learner to take control, interactive multimedia can provide an effective learning environment to different kinds of learners.

Boni (2018) added that integration of ICT into education in the first and second cycle educational institutions intensifies the quality, accessibility and efficiency in educational practices. Replacing the traditional mode of teaching and learning with ICT integrated approach involves the usage of different mode of teaching and learning but with the same instructional goal. Multimedia can provide a sensory and real learning experience and offer greater opportunity for learning (Parveen & Rrajesh, 2011 as cited in Razavi, Ghanizadeh, & Akbari, 2016). Razavi, et al., (2016) asserted that ICT promotes active learning and higher-order thinking, while encouraging interactive learning and contemplation over the content. Using technology in teaching can also be used as a tool for curriculum differentiation, provides opportunities to adapt the learning content and tasks to the needs and capabilities of each individual pupil and provides individually tailored feedback. Okedeyi, Oginni, Adegorite and Saibu (2015) opined that there is an urgent need to provide Nigerian schools with multimedia resources to boost the country‟s educational system and processes, if not Nigeria will be left behind in the global educational stage.

The call by Okedeyi et al. has become imperative as multimedia resources is now the new frontier of education in developed countries of the world such as Canada, USA, Brinish, Germany, Japan and China. These countries have already

taken advantage of multimedia resources to educate their citizens in critical times like those presented by COVID-19. This assertion by Okedeyi et al., (2015) was a followed up to what Zhang, (2015) wrote that teachers have realized that transferring a large amount of scientific knowledge and information to students quickly and effectively in a limited time has been the most important concern they face, even till today. With the development of information science and technology, the development of multimedia technology represented by computer has penetrated the field of education. The introduction of multimedia has brought a new teaching mode for the diversity of classroom teaching. It not only broadens students‟ access to information and expands students‟ horizons but also enriches classroom activities and greatly improves students‟ interest in learning. This implies that, multimedia-assisted teaching provides guidance, practice, and skill training for students‟ language learning, which acts as an indispensable auxiliary teaching tool.

Similarly, Atubi, (2021, p. 2) put that multimedia resource is very significant to colleges and universities as well as research organization, especially in developed countries. Multimedia is penetrating the educational arena of not just those of higher institutions but primary, junior and secondary schools. Thus, they can be used to support the efforts of Social Studies teachers in making sure that learners are effectively taught. Demudu and Chakrapani (2016)‟s conclusion in a research stated that, it is common knowledge that the use of multimedia aids is helpful to the teacher as well as the students. Many academicians, committees and commissions constituted by different governments have been unanimous in their praise of the use of these aids to make the learning process lively and lasting. Multimedia teaching can realize the direct interaction between teachers, students, and computers without waiting. The process becomes more convenient, and feedback can be obtained immediately

through multimedia, which can cultivate students to be active learners, rather than as passive absorbers of information (Guo & Jia, 2016) while in class, teachers can freely choose multimedia teaching resources that are consistent with the teaching objectives and can adjust the teaching pace and content of the class at any time according to the feedback of students. It implicates that, this kind of efficient interaction can stimulate students‟ interest in learning.

Taking the idea of the changing role of the teacher a step further, Coleman, Gibson, Cotton, Howell-Moroney, and Stringer, (2016) stated that appropriate use of ICT in teaching transforms the learning environment from teacher-centered to learner-centered just as it is transforming all aspects of human life. Coleman et al., (2016) emphasized that the shifting from teaching to learning creates a student-centered learning where teachers are there as facilitators and not sages on the stages, thus changing the role of the teacher from knowledge transmitter to that of a facilitator, knowledge navigator and to a co-learner. Keengwe (2018a) in Guan, Song, and Li (2018) added that the application of multimedia technologies ensures a very productive, interesting, motivating, interactive and quality delivery of classroom instruction as the teacher becomes a facilitator, while addressing diverse learners' needs. The implication is that without the use of multimedia resources in modern educational system, learners become passengers in the classroom as they become less motivate and active; concepts assume the traditional abstract nature and difficult to present by the teacher and the lesson more or less is teacher-centered and when this happens, sometimes there may be no learning taking place.

Angadi, (2014) in Khan and Alwi (2018) inscribed in his journal about the past traditional methodology that “the application of ICT is creating significant changes in the teaching and learning process. The traditional approach in teaching has

stressed on content. For decades course materials were designed around textbooks. Teachers taught the content through lecture method and the activities were designed to enforce the content knowledge". Present day teachers need to create relevant and intriguing learning experiences for their students. Technology provides a remarkable role in making education inclusive since it has the potential to improve educational performance of students. The present-day curricula promote aptitude and performance of the learners, emphasizing on the application of the information rather than factual knowledge. ICT facilitates the dissemination of knowledge based on the contemporary curricula. ICT-enhanced learning stimulates augmented learner involvement. The constructivist method views learning as realistic and learner-centered. ICT is an effective tool in constructivist approach of learning, where teachers can layout simulated and tailor-made learning conditions to students, (Khan & Alwi, 2018). In this regard, applying educational technology as a constructivist device can help students to display their ideas, express their knowledge, examine, exploit, and process information, in a collaborative learning environment" (Khan & Alwi, 2018). This implies that, multimedia use in education aids knowledge application instead the content knowledge emphasized under the traditional teaching.

Multimedia is a powerful tool that assists thinking activities of learners and also helps them to share and express their knowledge. Their software applications help students in understanding the concept by doing. It also facilitates in developing an independent approach towards problem -solving. Teachers play a crucial role in integrating ICT. The present-day teachers should know not only the content of their subject but also the pedagogy to impart the knowledge effectively by integrating technology. According to Khan and Alwi, (2018) in order to integrate ICT in teaching teachers must recognize the usefulness of technology; they should believe that the

application of technology does not disrupt the classroom climate. Moreover, they should also have the confidence to manage technology. Nevertheless, research studies indicate that majority of the teachers do not take advantage of the potential of ICT to promote the quality of learning, even though they have a favorable attitude towards it, ICTs are exerting impacts on pedagogical approaches in the classrooms. Their contribution to changes in teaching practices, school innovation, and community services are considerable (Alharbi, 2012, Karamani, 2012, Cubukcuoglu, 2013, cited in Khan & Alwi, 2018). The implication is that, multimedia allows thinking activities in the classroom by the learner and ta the same time allows for concepts by doing resulting in independent approach to problem solving and its possibility depends on the teacher.

2.3.1 Teaching and Learning Concepts in Social Studies.

Teaching is a process by which one interacts with another person with the intention of influencing the learning of that person. It is the interplay between the teacher and the learners. Teaching, as a useful and practical art calls for intuition, creativity, improvisation and expressiveness (Sivakumar, 2018). From Kyriacou (2015), point of view, teaching is the process of attending to people"s needs, experiences and feelings, and intervening so that they learn a particular thing and go beyond the given. Teaching is fundamentally concerned with how best to bring about desired learning through activities. Rajagopalan (2019), also defined teaching as "an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities. This makes teaching, the most essential ways that enable people to relate to one another as far as knowledge and skills acquisition are concerned. Teaching helps people acquire the knowledge they need to become well standing members in a community, to earn a living.

Agun and Imogie (2018) also explain education and for that matter teaching as any interpersonal influence that can be exercised by someone and aims to change the ways and behavior of an individual. Education is therefore about facilitating learning. So far as consideration of knowledge transfer is undoubtedly important, it is valuable in relation to the quality of learning that is triggered. According to Kochhar (2014), teaching is an art with children as the raw material that the teacher has to deal with. As the author indicates, the teacher unconsciously designs the child entrusted to him or her and on purpose the teacher modifies the child. In this regard, teaching becomes a sublime art because it is difficult to take away the teacher and teaching. This implicates that the teacher/facilitator reflects himself or herself into the learner; thereby putting an indelible mark in the learner, growing thoughts of the child who consequently usually takes after the instructor.

Though learning is a complex process, it can however, be defined as a change in disposition, a relatively permanent change in behavior overtime and this is brought about by experience. Learning can occur as a result of newly acquired skill, knowledge, perception, facts, principles, new information at hand etc. Learning can be reinforced with instructional materials of different variety because they stimulate, motivate and as well as arrest learners‟ attention for a while during the instruction process (Ogaga, Igori & Egbodo, 2016). Learning can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment (Afzal & Abul, 2021). Munna (2021) defined learning as an experience gained through changes. Learning is considered as process and not as passive observation. According to Akimpelu (1991) in Muvango, Indoshi, and Okwara (2019), learning is an activity carried out only by

the learner; nobody can learn for another person, a person can even learn without being taught. This implies that, the kind of change called "learning" exhibits itself as a transformation in behaviour, and the inference of learning is made by comparing what behaviour can be exhibited after such treatment.

Learning is a process and it involves changes occurring over a shot duration which enables the learner to respond more adequately to the situation. Moreover, we grow in intelligence and we grow in moral stature. However, the factor of growth and learning will be so inextricably intertwined that either or both words will need to be used. True learning yields changes in the conduct (behaviour pattern) of the learner. Every experience produces a change in the mental structure of the learner which in turn affects the conduct of the learner. This is the objective of learning (Kochhar, 2014). Lowenfeld and Brittain (1982) as cited in Kochhar, (2014) also explain that the development of perceptual sensitivity must be a very important part of the educational process. In their view, learning does not merely mean the accumulation of knowledge; it also implies an understanding of how the knowledge can be utilized. According to Kyriacou (2015), there appears to be three central and crucial aspects to any consideration of student engagement in the activity of learning. These are attentiveness, receptiveness and appropriateness, which are explained below:

- Attentiveness: This relays to the ways in which educators can elicit and maintain a high level of student attention and concentration by varying the learning activities, getting students actively involved, and utilizing students‟ interests.
- Receptiveness depends on how teachers can make use of the varied types of student motivation towards learning.

- Appropriateness refers to the ways in which facilitators need to match the learning experience to each student‟s current state of knowledge and understanding, and at the equal time guaranteeing that the learning activities actually foster the desired educational outcomes. This implies monitoring of students‟ progress, presenting quick corrective feedback, structuring and presenting activities to facilitate meaningful learning, and ensuring that cognitive processes being fostered.

From the above views concerning teaching and learning concepts, as students participate in their social studies education, it is crucial that teachers implement powerful teaching and learning strategies because these are designed to best support students as they acquire the knowledge, skills, and dispositions essential to a well-educated populace in a democratic society and global system (National Council for Social Studies [NCSS], 2023). Considering the importance attached to Social Studies in view of its mission and goal, thus to produce reflective, competent, and concerned citizens, it is imperative that much seriousness be given to its teaching in order to realize the accomplishment of the intended outcome (Poatob, 2015). The principles of teaching and learning according to the NCSS (2023), consider the processes through which knowledge is constructed, produced, and critiqued. Teaching social studies powerfully and authentically begins with a deep knowledge and understanding of students, the subject, and each subject‟s unique goals. Teachers must pursue ongoing professional development to develop a deep understanding of their subject and best practices centered in research-based social studies pedagogies in order to effectively build on the pillars that support powerful teaching and learning in social studies classrooms.

Bordoh, Nyantakyi, Otoo, Abena Boakyewaa, Owusu-Ansah and Eshun, (2021), contribution to the teaching and learning of Social Studies, posited that, pedagogical content knowledge is seen as the integrative results of three independent components. Subject matter mastery, pedagogical knowledge and knowledge of the teaching text. Social studies teachers must therefore be equipped with knowledge of the problems contained in the syllabus and the various approaches (techniques and strategies) to help pupils to learn. Subject matter understanding strengthens the teacher‟s powers and in so doing heightens the possibilities of art of teaching. Teachers‟ inadequate pedagogical competencies such as subject matter mastery, knowledge of instructional methods, and assessment techniques in Social Studies and the philosophy of teaching the subject are some of the factors said to be affecting the realization of the objectives of the subject. Social Studies teachers should dedicate enough time for preparation of lesson plans, teaching learning materials and other related activities that will make the teaching of the subject effective and also impact on the attitude of learners positively.

2.3.2 Teacher Competencies

Teachers are one key element in education, particularly at schools. Again, teachers are the most critical determinant of students learning in schools. All other components, starting with the curriculum, facilities, infrastructure, costs, and so on will not have a significant effect, if the essence of learning, namely the interaction between teachers and students, is not qualified. In fact, there is growing public awareness that without teachers, there is no formal education. There is no qualified education without the presence of professional teachers in sufficient numbers. The tremendous importance of teachers, in transforming education inputs, leads to many experts stating that there will be neither changes nor improvement to school quality

without changes and improvement to teacher quality (Madjid, Suud, & Bahiroh , (2020, Iddrisu, 2020). Teacher competence can be interpreted as an ability or skill that must be possessed by a teacher (Madjid et al, 2020). Mariyana (2016) asserts that competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties. Tatto, (2021) also explained that the competence that a teacher must have is to be able to develop professionalism on an ongoing basis by taking reflective actions, and using Information, Communication and Technology (ICT) to communicate and develop themselves. Malekani, (2018) added that teachers‟ usage or integration of technology can be influenced by the level of training and professional development they have received based on the new technology.

An article written by Mulyadi, (2020) states that in the 21st century teachers as educators must be able to create innovations in the learning process to improve the learning achievement of their students. One form of innovation is to create effective and technology-based learning resources. Technology-based learning can bring education in a better and modern direction (Syahrul, 2021). Based on this, teachers are expected to be able to utilize technology in the learning process. For the media to be successfully used during the teaching-learning process, particularly in the teaching and learning process of Social Studies concepts, teachers should possess certain competencies such being computer literate, deep knowledge on curricular issues, communication skills, technical skills, presentation, evaluation and follow-up skills. For teachers to be successful at using and integrating media and technology in their work they should have both technical and conceptual competences (Keterere, 2013). Alade, Adejumo and Ademola, (2021) supports the idea of teacher competencies and says that teachers should be competent with the concept of preparation which consists

of many steps such as teacher-self-preparation. Teacher should prepare correctly the media to be used before going to the classroom. The media should be previewed properly in terms of visual and audio aspects of the media. Teachers must be very competent in terms of the content in their various subjects. The media to be selected and used should be in accordance with the stated objectives in the topic or subject matter to be taught. This implies that, without the aforementioned competences, teachers may find it difficult using multimedia resources in teaching especially Social Studies concepts and will resort to the old form of conventional teaching.

Communication is also a crucial aspect of one of the competences teachers should possess for the successful use and integration of educational media and technology in their work. Teachers must also know their learners in order to successfully use media and integrate technology in their work. Gwarinda (2002) in Keterere (2013) is of the notion that learners‟ characteristics in terms of the number, age, ability among others in the classroom will determine the type of media to be selected and utilized. In addition to the above, Piaget‟s theory of cognitive development implicates that the teacher should make sure that the messages being carried by the media are within the learner‟s ability, comprehension, age and from a sociological point of view one can add the background, and from philosophy the kind of knowledge among others. Therefore, vocabulary and visualization should be within the learners‟ level of understanding. Innovation and creativity are also some of the competences teachers should have for the successful use and integration of media in their work. In a review of the interconnection between technology, learning and creativity, Costley (2014) shows how technology allows individuals to produce high quality work in a range of media that provide opportunities for creativity. This implies

that without the concept of preparation, the teacher‟s competences in using multimedia resources in teaching Social Studies concepts will not be effective.

According to Owusu (2000) in Katerere (2013), teachers lack the requisite skills and creativity to use multimedia resources effectively in their teaching. Some teachers also lack innovation in finding suitable local substitutes to help their pupils understand their lessons. Educational media and technology in order to be used and integrated successfully in the work of teachers requires teachers to be competent with skills of evaluation. When using Microsoft power point for example the lettering should be legible, bold, simple and attractive. Appropriate color should be used for example blue for water and green for vegetation. Competent teachers in evaluation avoid multiple focal messages they let messages focus on simple information not on complex so as not to distract attention. Teachers should also possess skills in ICT for the successful integration of technology in their work. From this argument one can agree that teachers should be creative to avoid teaching of abstract lessons, misunderstanding of concepts and skills, and ineffective learning that negatively affect learner performance and teacher output in terms of what is taught and learned by means of instructional media. Instructors in education are under pressure to provide their students with more effective and efficient learning environments and educational experiences. The implication is that, the successful use of education media is dependent on the teacher‟s competences and without it, good results is not possible.

Instructional systems and educational technology have been receiving great attention from educators in order to enhance students‟ learning. Educational technologies such as multimedia presentations are becoming commonplace (Ogaga, Igori & Egbodo, 2016). Otsupius, (2014) and Syafryadin, (2020), added that one of

the most important factors influencing the success of students is a teacher. The most important role of a teacher in the school is to guide students. Nowadays a teacher has become a guide of students throughout the learning process. A teaching situation can be overwhelming, the teacher must not only have a good knowledge of the lesson in hand but also some communication skills such as the ability to observe, supervise, lead a discussion and pose questions. One way to achieve that skill is to be a creative, innovative, and interactive teacher. Social Studies is by its very nature a dynamic discipline which is wide and cannot be expected to have distinct boundaries. The scope certainly covers both immediate and distant environment in content and methodology. The exquisite and transfer of knowledge require some instructional strategies. To conclude on the teacher competences in teaching, Sivakumar, (2018) stated that Social Studies teacher needs to acquire competence in his approaches to the teaching of Social Studies. The competences include content competence; competence in transmitting the content to the learner and competence in the use of variety of instructional strategies, and competence in evaluating instruction. This implies that the teaching and learning processes involve some methods and means of enhancing meaningful learning through the use of instructional resources.

Adding their views, Bordoh, Eshun, Kwarteng, Osman, Brew, and Abu Bakar, (2018) point to the fact that Social Studies deal with changing students‟ attitudes, beliefs and dispositions and so it requires teachers with the requisite professional and academic qualifications to teach the subject. They posited that the Social Studies more than any other subject requires well prepared conscientious men and women of sound knowledge and training, whose personalities rank high among individuals. The implication here is that, for Social Studies instruction to be effective there is the need

for teachers who are well trained in the content knowledge and pedagogical skills in the subject area.

2.4 The Experiences of Social Studies Teachers Usage of Multimedia Resources in the Classroom

As the educational system continually battles the needs of the 21st century workforce, technology has caused great tension with pedagogical practices in education. With the advancements in technology, teachers are struggling to personalize instruction in part because of the learning styles of the digital natives ((Hoye, 2017). With the growing popularity of educational technology, multimedia is an area of increased interests as educators and instructors seek to enhance the learning opportunities and experiences of students in multimedia environments (Clark & Mayer, 2016). Zheng, (2019) writes that, perception refers to the belief of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive actions; so, beliefs have the capability of influencing both teachers' professional development and classroom practices. Again Ghanizadeh, Razavi and Jahedizadeh, (2015) asserted that, beliefs and perceptions are often the propositions of mind that determines individuals' behaviors, from both psychological and educational perspectives. From the views of Babiker, (2015), it is obvious that teachers can play a crucial role in developing an optimal multimedia teaching application in their classes. Teachers‟ beliefs and attitudes may accelerate or impede the success of any educational reform and they are highly influenced by their beliefs.

Rugut and Role, (2015), took the ideas a step further and defined perception as the way one thinks about something and ones‟ idea of what it is like. Also, it is an ability to understand the true nature of a subject especially as it affects our environment. Perception has sometimes been defined as the consciousness of

particular material things present to sense; and is the process by which an organism receives certain information about the environment (Febrianara, 2015). Again, perception is a process by which people organize and interpret the patterns of stimuli in the environment (Atkinson & Adolphs, 2014). Perception means a step to understand the concept of information. From the environment, the received information is called the process of perception. In other words, the process of receiving information is received by the perception of the surrounding information. Information and Communication Technology (ICT) resource (multimedia) has been shown to enhance student learning experiences in the classroom, by its capability of creating a more realistic learning context through its different media and allowing a learner to take control of his learning. Again, interactive multimedia can provide an effective learning environment to different kinds of learners but teachers are still hesitant to incorporate it into their instructional practices (Hoye, 2017).

Parveen and Rrajesh (2011) as cited in Gursoy, (2013) postulates that, multimedia provides a sensory and real learning experience and offer greater opportunity for learning and the teacher‟s attitude can also impact motivation of the learners. So, it is important for teachers to sustain and promote positive attitudes toward the usage of multimedia resources and to reflect this positivity in their classroom. Factors affecting teachers‟ use and perceptions of technology have also been widely researched. Gimbert and Cristol (2014) cited from theorists, claimed that technology can be a means for enhancing instruction through “scaffolding students‟ concrete learning”. Jonassen (2019), for example, asserted that ICT promotes active learning and higher-order thinking, while encouraging interactive learning and contemplation over the content. An article written by Mulyadi (2020), after a study on teachers‟ perception and the use of multimedia resources states that in the 21st

century teachers as educators must be able to create innovations in the learning process to improve the learning achievement of their students. One form of innovation from Syahrul et al., (2021) study on the same topic, is to create effective and technology-based learning resources. This implicates that, technology-based learning can bring education in a better and modern direction, and teachers are expected to be able to utilize technology in the learning process and they need to perceive this.

Despite all the merits, most of the countries are facing similar problem whereby the teachers are not maximizing the usage of the technology provided in teaching. This has become a serious matter as many previous researches have also proven the usage of multimedia in teaching and learning process could improve students‟ achievement (Bulut, 2019). Adeyemo (2015) also reiterates that despite the numerous constraints to the students‟ achievement in secondary schools in Nigeria, the teachers‟ perception of teaching seems to be the most important. The perception of teachers‟ teaching, largely, determines the level of understanding reached by his students. Most teachers perceive teaching as boring, none interesting and a highly none rewarding profession. In recent years, new research has demonstrated the dramatic effect that teachers can have on the outcomes of students from all academic and social background. In fact, studies have shown that teachers‟ perception is the most important educational input predicting students‟ achievement. According to Hoye, (2017), empirical research recently has shown a significant gap between teachers' perception of the use of technology and their actually use of technology in the classroom. Teacher self-efficacy towards the use of technology is thought to be more important than content knowledge and skills in the implementation of a curriculum.

Again, teachers‟ variables such as professional qualification, teaching experience, access to a computer, pedagogical use of ICT in the curriculum delivery, perception of multimedia, as well as demographic characteristics of teachers like age and gender may direct the adoption of multimedia in the instructional processes, Bariham (2020) writes. In contrast, Albirini (2016) was categorical that 77 instructors‟ age did not significantly correlate with their attitudes towards ICT integration and for that matter multimedia. Gakime (2016) reported that the success of the integration of multimedia resource into classroom learning and teaching depends on the teachers' attitudes towards ICT. Teachers who are more likely to integrate multimedia resource in a classroom teaching and learning are those that have developed a positive attitude towards technology use in school. Demirci and Gumus (2017) carried out research in Turkey to explore teachers' perceptions of Geographic Information Systems (GIS) use by Geography teachers. The findings discovered that though challenges such as lack of software and hardware existed, teachers‟ positive perception of GIS was a significant determinant to the successful application of GIS in Geography instructions. The implication is that, multimedia use in the classroom depends on certain variables of the teacher and his/her attitude.

Similarly, Kurt, Sarsar, Filiz, Telli, Orhan-Goksun and Bardakci (2019) conducted a quantitative study that examined teachers‟ experiences with the internet and examined their attitudes towards the web 2.0 technologies. The participants consisted of teachers in all 3113 middle and high schools in two countries in West Virginia. They reported positive attitudes towards the web 2.0 technologies. Many, researchers have taken an effort to analyze the factors that affecting teachers‟ acceptance of multimedia usage in the classrooms (Zhang, 2017). All these show that, the major barrier of the implementation was the teachers‟ belief as the teachers are the

persons who implement the change in their teaching and learning process. Moreover, another research (Cassim & Obono, 2021) shows that the correlation of teachers‟ belief and the use of ICT are high. In Malaysia, Eugene (2016) as cited in Boni (2018) explored how teachers‟ attitudes and beliefs can influence on the integration of technology in their classes. To do this, thirty-two teachers responded to a questionnaire measuring their attitudes and beliefs about teaching with technology. A classroom observation technique was also used to find out how teacher‟s beliefs and attitudes may associate with their teaching practices and the implementation of technology. The study found that there was a discrepancy between teacher‟s beliefs and their actual instructional practices of integrating technology.

Davidovitch, and Yavich (2020) work confirmed the assertion made by Boni (2018) which revealed a study of two hundred and ten teachers (210) showing a confirmation of teachers' technological use and positive attitude towards the utilization of ICTs had a correlation on the innovative use of ICTs in teaching. In Central Africa, Mbah (2010) also explored the influence of ICT integration on the learning pattern of students of pre-tertiary institutions of Burea in Cameroon and discovered that students were more comfortable using ICTs and used it to improve their learning habits. The study also highlighted the positive relationship between teachers‟ perception towards the use of ICT and their teaching habit. Previous research has also studied the relationship between teachers‟ perceptions of the use of technology and integration of it in their classes. Razavi et al. (2016) explored how teachers‟ attitudes and beliefs can influence on the integration of technology in their classes. To do this, a number of teachers responded to a questionnaire measuring their attitudes and beliefs about teaching with technology. A classroom observation technique was also used in addition to find out how teacher‟s beliefs and attitudes

may associate with their teaching practices and the implementation of technology. The study found that there was a wide discrepancy between teacher‟s beliefs and their actual instructional practices of integrating technology. This confirmed the earlier studies.

In Tanzania, Mtebe, Mbwilo and Kisska, (2016, p. 67) in their research paper on the factors influencing teachers use of multimedia enhanced content quoted Wong, Osman, Goh, and Rahmat,(2013) and postulated that a number of studies have indicated that the successful pedagogical use of technology depends on teachers‟ attitudes and acceptance towards that technology; therefore, it is important for all stakeholders involve in education to know whether the future use of the multimedia-enhance teaching by teachers can be predicted. Venkatesh, Thong, Chan, Hu, and Brown (2012) in Mtebe et al., (2016), pointed out that the pre-usage beliefs might serve as anchors for post-usage beliefs as people tend to rely on their initial beliefs and early impressions in the formation of future beliefs. In this regard, it is very important to determine teachers‟ perceptions and beliefs with the multimedia enhanced teaching in order to find strategies that will maximize its usage. Zhao (2017) conducted qualitative research to investigate the perspectives and experiences of 17 Social Studies teachers following educational media technology integration training. The research indicated that teachers held a variety of views towards technology integration. These views influenced their use of technology in the classroom. Most teachers were willing to use educational media, expressed positive experiences with educational media integration training, increased their use of technology in the classroom, and used technology more creatively. The implication of the above is that how teachers‟ perceived technology is dependent on its usage in the classroom.

Taiwo (2009) in Rugut and Role (2015), writing on teacher perception on the use of educational media in Nigerian classrooms asserts that the way teachers view the role of media in classroom teaching will largely determine the level and degree of its usage. Taiwo stresses that teacher forms an impression, which is favorable, or otherwise, depending on specific traits such as teacher attribute to media. Teacher perception of media is predicated upon what they feel media can do in teaching and learning process. Teachers‟ educational media beliefs are influenced by their philosophy. Resistance to adopting new technologies stem from teachers‟ existing teaching beliefs. For educational media, adoption to be successful teachers must be willing to change their role in the classroom. When educational media is used as a tool, the teacher becomes a facilitator and students take a proactive role in learning. Successful integration of educational media into teaching depends on transforming teachers‟ belief and philosophy concurrently. Added to the above, Ertner, Gopalakrishnan and Ross (2017) stated that in an exemplary educational media-using; teachers exhibit more constructivist teaching practices. Successful integration of educational media into teaching depends on transforming teachers‟ belief and philosophy. When educational media is used as a tool, the teacher becomes a facilitator and students take a proactive role in learning (Scrimshaw, 2004 in Rugut & Role, 2016). Niederhauser and Stoddart (2001) as cited in Abiba (2018), noted a consistent relationship between teachers‟ perspectives about the instructional uses of computers and the types of software they used with their students.

Buabeng-Andoh (2012) however stated that in Ghana, study of teachers' perception in the utilization of ICT in education in pre-tertiary institutions is limited as compared to their counter parts schools in developed countries. His study therefore spanned from teachers' perception, their perceived skills through to the extent of using

ICT for teaching and learning. In the study, a greater percentage of the research participants strongly agreed that ICT can improve students‟ engagement in the educational process, assessment to educators and also increase students‟ participation but are finding it problematic to adopt or integrate multimedia resources in their classrooms. The discovery of the study also revealed a positive correlation between ICT use and competences and inferred that educators' capability and certainty were indicators of utilizing ICT in educating and learning. When technology is used as a tool, the teacher becomes a facilitator and students take a proactive role in learning. Aquino (2014) has found significant personality differences between acceptors and rejecters of new media. Other researchers have noted that some teachers appeared to perceive media as threatening and perhaps in human.

In fact, Ertner, Gopalakrishnan, and Ross (2017) concluded in their study also that, in exemplary technology-using teachers exhibit more constructivist teaching practices and successful integration of technology into teaching depends on transforming teachers‟ belief and philosophy concurrently. Teacher‟s beliefs and attitudes may accelerate or impede the success of any educational reform as put by Razavi, Ghanizadeh, and Akbari, (2016). Teachers are highly influenced by their beliefs (Razavi et. al, 2016). Beliefs and perceptions are often described as propositions of mind that determines individuals' behaviors, from both psychological and educational perspectives (Ghanizadeh & Jahedizadeh, 2015). There are different definitions for the concept of teachers' beliefs with some communal qualities for this concept. As it refers to a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive actions, so beliefs have the capability of influencing both teachers' professional development and classroom practices (Razavi et al., 2016). Teachers' attitudes can also impact

motivation of the learners. So, it is important for teachers to sustain and promote positive attitudes toward the multimedia usage and to reflect this positivity in their classroom (Gursoy, 213).

2.5 Multimedia Usage and Traditional Mode of Teaching in Social Studies

The Traditional Teaching methods focus on the teacher as the only source of information in the classroom. It embraces the idea of teacher centered method involving face-to-face interaction mainly from the teacher to the students (Igor, 2020). Yousif (2014), posits that traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and students are regarded as "knowledge holes" that need to be filled with information. Yousif added that, in traditional teaching methods the teacher develops students to learn through memorization and recitation techniques thereby not developing their critical thinking, problem solving and decision-making skills. The traditional mode of education is mainly identified by the use of pendulums, chalkboards and pencil for writing. Teaching and learning with these are effortless and straightforward in relation to their functions (Koehler, Mishra & Cain, 2014). According to Boni (2018), traditional method of education involves the availability of procedures and practices established to sustain a facilitative atmosphere in which the educational process can take effect.

A traditional mode of teaching and learning involves rules and regulations for prudent student attitudes. However, Lim, Teo, Wong, Chai, and Divaharan (2013) also argued that rules and regulations that govern a traditional classroom can also be applicable to multimedia integrated classroom. They added that there are additional procedures to be followed for multimedia integrated classroom. Boni (2018) postulated in his study that Social Studies teachers felt more comfortable using the

traditional method of teaching rather than using technology because Information Communication Technology (multimedia) integration into education required additional time and expertise to apply appropriate application to suit the lesson objectives. The Social Studies teachers in his study preferred facing students since they can monitor the activities of students who are not concentrating. According to Dai and Fan (2021), traditional method of teaching social studies has been with us for a very long time with little improvement while the evolution of ICT integrated education has brought about much development to the teaching skills and abilities of instructors of Social Studies which has improved the quality of education.

The same study by Dai and Fan (2021) also found out that the burnout and stress that results from the traditional mode of teaching and learning in social studies has been eliminated by the use of ICT in education which provides a conducive learning atmosphere for students due to the diversity of knowledge content expressed by ICT. A similar study conducted by Serbessa (2016) also emphasized on the need to improve on the traditional - chalk and talk approach in the Social Studies classrooms to meet the changing trends of the modern generation of students. The study also commented on the importance of the traditional approach to teaching and learning but stressed on the need to adopt a technology-driven Social Studies classroom, smart interactive boards, interdisciplinary learning, collaborative learning, flipped classroom and a host of others including multimedia resource to enhance students ,,participation in the education process.

Comparing the traditional teaching to the modern trend, Hong-Mei, (2017) stated “the 21st century is an information age, and information technology makes the knowledge grow with an unprecedented trend, and the cycle of updating is also shorter and shorter. Therefore, education, which is regarded as the significant means

of knowledge dissemination, demands Social Studies teachers to update knowledge faster and make students master the knowledge with higher efficiency. As there are some disadvantages associated with traditional method of teaching, the education system started thinking to reform their education policies. Therefore, under the premise of education reform and the change of teachers‟ teaching ideas, the traditional teaching methods are gradually changing to modern teaching methods (Guo & Wu, 2019). The different methods of learning Social Studies, which may either be teacher centered or student centered surpass teaching theories. The student-centered approach is a teaching method where both the teacher and the student play active roles in the learning process as opposed to the traditional teaching which is mainly teacher-centered. The traditional black board method of teaching which persisted for years is now acquiring inferior results in social studies when compared with the more modern and revolutionary teaching methods (Sharma, 2018).

Selvaganesan and Jayachithra, (2021) added that the long history of education has been dominated by the conventional method for teaching and learning. Generally, learning in schools and other educational institutions is extremely verbal. It is a recognized fact that a large part of the human brain tends to be visual. The brain readily perceives still or moving images and many learners prefer processing and interpreting raw sound rather than coping with the verbal description of the sound. Hence many learning tasks can therefore be more efficiently catered to by multimedia methods rather than the traditional method. The conventional verbal information presentation in social studies instruction is replaced by multimedia strategies that appeal to the learner's multiple modalities and increase student curiosity. Damodharan and Rengarajan (2018) said that it has also been found in different educational institutions that the conventional lecture approach in classroom is of limited

effectiveness in both teaching and learning of social studies concepts. The past passive view of learning involves situations where material is delivered to students using a lecture-based format, but a more modern view of learning is constructivism (Sharma, 2018) where students build their own version of reality rather than simply absorbing versions presented by their teacher. This implicates that the traditional teaching social studies methodology is being replaced by modern methods.

A study by Namitha (2018) supports the view of the usage of multimedia resources and stated that traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. Namitha, added that currently, many institutions are moving towards problem-based learning as a solution to producing social studies graduates who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge. Problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems. The social studies teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the social studies students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better (Namitha, 2018).

From the findings of Fatimah and Siti-Shuhaida, (2017), on the integration of multimedia elements in the social studies classroom in Malaysia, he came out that there are many advantages of integrating multimedia in classroom teaching. Firstly, the participants found that the students are motivated to learn when they incorporate multimedia in the lesson. In addition, through the integration of multimedia elements such as video, animation, graphic, text and audio can make the social studies lesson become more interactive and appealing to the students. This indirectly attracts students‟ attention and at the same time aids their comprehension of the lesson. Moreover, students are able to retain the information present because the integration of multimedia will activate and stimulate the memory process. Besides, it was established that social studies students participated actively in the classroom as the multimedia activities reduce the anxiety level among them. Again, students also were able to answer the exercises given easily. Osman, Kapi and Ratna, (2018) added up saying usage of multimedia in the social studies classroom, the students can obtain a new learning experience with better understanding of the concepts and perform better in their assessments. This implies that the integration of multimedia in classroom teaching aids understanding of a lesson as compared to the traditional methods that have been with us for ages.

Fatimah and his people‟s findings confirmed the work of Ghavifekr and Rosky on Teaching and Learning with Technology Effectiveness integration in (2015) in the same country, Malaysia. The results of this study showed that technology-based social studies teaching and learning is more effective in comparing to traditional classroom. This is because, using ICT tools and equipment will prepare an active learning environment that is more interesting and effective for both social studies teachers and students. Ghavifekr and Rosdy, (2015) further stated that, using ICT in

education enhances students‟ learning. However, most of teachers in this study agree that ICT helps to improve classroom management as students are well-behaved and more focused. Moreover, this study proved that students learn more effectively with the use of ICT as lesson designed are more engaging and interesting. Accordingly, the participants agreed that integrating ICT can foster students‟ learning. In a similar vein, Ekinci, Karakoc, Hut and Avci (2019) wrote that the pedagogical strength of multimedia is that it uses the natural information processing abilities that we already possess as humans. Our eyes and ears, in conjunction with our brain, form a formidable system for transforming meaningless sense data into information.

The old saying that a picture is worth a thousand words often understates the case especially with regard to moving images, as our eyes are highly adapted by evolution to detecting and interpreting movement. It is obvious to everyone that traditional mode or singular form of social studies classroom teaching can no longer effectively fulfill the needs of 21st century students. As a response to the call of higher quality education delivery and then in turn cultivating global competitor for the soaring economic development, a considerable number of social studies teachers are trying every means to find some suitable approaches to enhance their teaching quality. The overall development of hardware, more and more computers and multi-media equipment installed social studies classrooms have been set up and put to use, whereby students now have access to modern equipment. Hence, a lot of direct and exciting improvements can be found in the classrooms (Wang, 2022). Almarabeh and Amer, (2015) in comparing traditional mode of knowledge construction in social studies to the multimedia integration lesson delivery wrote “the basic objective of interactive multimedia material is not so much to replace the teacher so to change the social studies teacher's role entirely”. It advocates the social studies teacher becoming

"Guide on the Side" rather than "Sage on the Stage". This implies that the usage of multimedia technology is enhancing the quality of social studies teaching which affects educational outcome. It also means learning needs of the modern child has changed and there is the need to adopt the new trend.

Taking the idea of the changing role of the teacher a step further, Coleman, Gibson, Cotton, Howell-Moroney, and Stringer., (2016) as in Guan, Song, and Li (2018), stated that appropriate use of ICT in teaching social studies transforms the learning environment from teacher-centered to learner-centered just as it is transforming all aspects of human life. Coleman et al., (2016) emphasized that the shifting from teaching to learning creates a student-centered learning where social studies teachers are there as facilitators and not sages on the stages, thus changing the role of the teacher from knowledge transmitter to that of a facilitator, knowledge navigator and a co-learner. Keengwe, Onchwari and Wachira (2008) as cited in Abdulrahaman et al. (2020), concluded that the application of multi-media technologies ensures a very productive, interesting, motivating, interactive and quality delivery of social studies classroom instruction while addressing diverse learners' needs.

In the student-centered method, the students construct their own knowledge and bring authentic experiences into the learning process with the social studies teacher as the facilitator. According to Quashigah, Eshun and Mensah (2018), Social Studies teachers need to be reminded of their primary function which is to facilitate learning and if this will be possible, they have to be familiar with the use of modern methods teaching that enhances facilitation. As such, multimedia must be extremely well designed and sophisticated enough to mimic the best teacher, by combining in its

design the various elements of the cognitive processes and the best quality of the technology.

Kim, Raza and Seidman (2019) stated that in the 21st century social studies teachers as educators must be able to create innovations in the learning process to improve the learning achievement of their students. One form of innovation is to create effective and technology-based learning resources. Technology-based learning can bring education in a better and modern direction (Syahrul et al., 2021). Based on this, social studies teachers are expected to be able to utilize technology in the learning process. Again, using multimedia resource, Rugut and Role, (2016) reported that access to educational media increased social studies teachers‟ opportunities for successful teaching experiences, thereby contributing to greater confidence in their instructional ability as compared to the traditional method. In addition, they also noted, social studies teachers who interpret their interactions with computers as indicative of high grow in self-confidence, regardless of their experience. Research also reveals that before social studies teachers use educational media for instruction they must be personally convinced of its benefits and must see the utility of using a particular educational media.

To sum up, Yalley, (2017) wrote that, the objectives of Social Studies can be realized and students‟ learning outcomes improved if Social Studies teachers adopt critical pedagogy that incorporates multimedia resource in their instructions instead of the traditional chalk and talk methods of instructions. This implies that appropriate integration of the Social Studies subject matter and methods of instructions in instructional settings by social studies teachers can help the student to understand concepts, think, transform and reflect on the body of knowledge presented to him or her.

However, some observers have argued that technology in learning has widespread negative impact in the process of teaching and learning of social studies in spite of all the positives that come along with it. Nevertheless, according to Al-Ajmi and Aljazzaf, (2020), it could be counter-productive if the computer-based tools are not properly designed or the instructional materials are not well composed. One of the reasons was that many social studies teachers and lecturers in instructional technology were treating students as if they are machines rather than human beings. Mantiri (2014) said social studies teachers have to be aware of this and not to dehumanize students learning as a machine. Furthermore, he argues that if social studies teachers perceive learners as machines, they will treat them as such, with or without the use of instructional media. If social studies teachers perceive their students as human beings with rights, privileges, and motivations of their own, they will treat them as such, with or without the use of instructional media. In other words, it is not technology that tends to mechanize people but the uses to which people put technology. Al-Ajmi and Aljazzaf, (2020), added up to the counter-productive aspect of multimedia and contend that multimedia technology brings about improvement in teaching and learning, however, there are a number of limitations in this technology for educational purposes. Some of these limitations include unfriendly programming or user interface, limited resources, lack of required knowledge and skill, limited time and high cost of maintenance among others as oppose to the traditional teaching method. This implicates that, even though multimedia resources in education are of immense benefit; its usage must be done with caution.

2.6 Challenges of the use of Multimedia Resources in the Social Studies Classroom

Computer and network technology are widely used in teaching; they are undoubtedly beneficial in the educational sector. Information Technology can produce richer curricula, enhanced pedagogies, and teachers‟ higher work efficiency in schools. Technology integration has indeed become an important mean s for teachers in their daily teaching (Mahmood, Alvi, Afzal, Sha & Atzori, 2015). Sarowardy, (2019) study reveals that people believe that new technologies are supporting education system now and the future because they provide more effective communication and better understanding to users. Sarowardy reveals that, governments around the globe are encouraging schools and universities to engage with new information technologies in both urban and rural areas. But, not all the teaching classes' especially Social Studies teaching classes are practically using those materials yet. Hasan (2014) as quoted in Sarowardy (2019) indicated that the school is an important environment in which students participate in a wide range of computer activities; increasingly, Information Technology is being applied successfully in Social Studies instruction, learning and assessment. Another opinion confirms that professional social studies teachers must be able to adapt to technological developments as reflected in their ability to utilize digital media and learning resources (Tatto, 2021).

Alharbi, (2021) in corroboration stated that social studies teachers seem to believe in the potential benefits for the educational process, but they still face challenges in the integration of ICT in their teaching in classrooms. For instance, despite the many initiatives considering the importance of ICT in the teaching and learning process, schools in Saudi Arabia still fail to integrate ICT into the

educational process. Selvaganesan and Jayachithra, (2021) added, much of our school learning is still individual-based and traditionally trusted tools of learning are inadequate for preparing children for a networked society. Bingimlas (2019) in Alharbi, (2021) interprets this failure as overweighting barriers compared to advantages. Therefore, there is a significant need to identify and determine ICT obstruction in schools as this is the first step towards change in ICT use in education. Supriyanto, (2020) in Supriatna, (2021: 215) stated that the competence of social studies teachers to develop learning media based on ICT is very important for the implementation of effective media learning. But it is unfortunate that in fact according to him teacher competence in utilizing information and communication technology in learning is not sufficient, there are still many social studies teachers who use technology in a simple way and tend to carry out traditional learning due to the numerous challenges they face. In the work of Hadi and Zeinab (2012) on challenges of using ICT in education concluded that the process of using ICT in everyday education is very complicated.

The opportunities provided by ICT to support teaching and learning are not problem-free. The virtually limitless opportunities of access to information in an educational context can pose a real danger of information overload if the teachers do not have the skills in filtering information for relevance, or are unable to establish a coherent organizing principle. Both students and teachers may lack the necessity skills to access, process and use information (Hadi & Zeinab 2012). According to Koehler et al. (2012), the use of ICT for teaching and learning comes with several challenges and it is further complicated with the introduction of new technologies each and every day. These challenges according to Koehler, Mishra and Cain, (2014) have been identified from review of previous empirical studies and they therefore classified the

challenges into four main categories which are resources, knowledge and skills, institution and subject culture. Inadequate resources arise when there is the need for ICT to be integrated into social studies teaching and learning. Resources may include technology, access to the needed application and support from technical expert. Inadequate technological resources include obsolete and insufficient computers, incompatible hardware and software, leads to little chance for social studies teachers to include ICT into teaching and students into learning. Integration of ICT into teaching and learning also goes beyond the availability of technology in the schools; it includes making the right hardware and software accessible to teachers and students for use. Insufficient time is also a resource-type challenge in the use of ICT for teaching and learning. Social Studies teachers according to Koehler and his team (2012) need more time to go through web pages and to identify pictures they need for multimedia assignment they give to students. Inadequate technical support as a resource as posited by Koehler et. al. has led to social studies teachers and student not able to use different technological approaches in integrating ICT into teaching and learning.

Institutional challenges can also be associated with the use of ICT by social studies teachers and students and these may include school authorities and school time table or calendar as posited by Koehler et al., (2012). Studies have proven that school authorities can impede the integration of ICT into teaching and learning. Fox and Henri (2015) affirmed to this in their study which highlighted that most Hong Kong social studies teachers felt their heads in pre-tertiary schools did not have knowledge in technology and its importance to the country's shift to more leaner-centered activities. A time table which is not flexible can also be a challenge in the use of ICT by teachers and students. In research which covered over four thousand teachers in

more than one thousand one hundred high schools in America, students had less than an hour period for subjects they learn in a class (Somekh, 2018). Such limited time will not allow for the variety of ICT usage by both student and teachers. In Africa, Cobbold, (2015) conducted an empirical study which suggests the lack of trained teachers who will impact into the intellect of students in pre-tertiary schools as the major challenge that is faced with the use of ICT for teaching and learning. The same study also found out that trained teachers who were well equipped in the use of ICT for teaching and learning purposes preferred leaving the continent to the western world due to poor remuneration coupled with inadequate ICT infrastructure. The implication is that unless school authorities buy into the idea of ICT integration and supports its use, teachers have no option to integrate themselves.

Abdulrahaman, et al., (2020) posited in their research work that several barriers to multimedia use in teaching and learning were revealed as a result of a review of several studies. Such barriers include resistance to the adoption of ICT, lack of teachers‟ confidence in the use of technology, resistance to change on the part of teachers, lack of ICT skills and lack of access to ICT resources. Others identified were lack of support, lack of time to learn new technology, lack of instructional content and the physical environment in which multimedia delivery took place. The most barriers identified could be classified into three groups with the major ones being the fear or resistance to change. Omariba, Ayot and Ondigi, (2016) in their study on teachers‟ preparedness for the integration of ICT among some selected training colleges in Kenya identified lack of competence, insufficient facilities, limited teacher‟s ICT skills, lack of ICT policies on the integration, and lack of college administrators support as barriers to the effective implementation of ICT in instructional processes. Kumutha and Hamidah, (2014), contended that numerous empirical studies show that

both internal and external factors in the part of the teacher can hinder integrating technology in the form of multimedia resources in teaching and learning of social studies.

The internal factors include teachers‟ attitude, which means teachers themselves may refrain from using technology in the classroom. Recent evidence suggests most teachers do not like to use computers because of their old ages; they expect younger people to learn and use it, while they believe that older practitioners do not have to use it anymore. Additionally, they believe that they can use traditional methods to teach interactive lesson like Social Studies without using technology. Moreover, for those teachers who have years of working experience, they prefer using manual ways instead of use projectors. Bariham, Ayot, Ondigi, Kiio, and Nyamemba, (2019) confirmed in their study on basic schools‟ teachers‟ use of multimedia resources that the young teachers incorporated ICT in their Social Studies instructions than older ones. The external factors are due to the teacher‟s lack of time to prepare the power point or similar materials for students. Surveys such as the one conducted by Kumutha and Hamidah (2014) have shown that the majority of participants complained that they were too busy to mark students‟ homework and examination papers, in addition, they were forced to finish the syllabus assigned by school. Using multimedia resources in the social studies classroom is really time-consuming and they could not complete the school syllabus.

Indeed, technology integration in classroom is a burden for them. At times, teachers are not committed to this kind of learning-teaching method, which is not in the classroom but in distant places. The concerns include the support and recognition by the administration while the time used for preparing the lessons lengthens the teaching and learning process.

One more important external factor is teachers‟ lack of training to use technology. Some teachers may not have enough skill to incorporate technology tools because they did not attend any Information Technology training (Kumutha & Hamidah, 2014). On the same internal and external factors hindering multimedia usage, Alharbi, (2021) stressed that research shows a number of factors in this regard. According to him the first group is related to internal factors, and is related internally in school, such as attitudes of teachers and management, support of management and school related resources, teachers‟ time, and workload. An Added external factor is those associated with barriers outside of the school as any support (technical, resources, strategies and policies, maintenance, training, continuing professional development programmes) coming from the educational authorities including the Ministry, and associated educational authorities.

Alharbi added that based on review of various researches, a number of personal related factors that can be barriers to teachers‟ ICT use, such as lack of confidence, experience, motivation, and attitude. Malekani (2018) conducted a survey to determine teachers‟ perception and ICTs use among some selected secondary schools in Morogoro municipality, Tanzania. In all, 60 secondary school 20 tutors took part in the research. The findings show that though tutors ICTs awareness was high, the schools did not have sufficient facilities to facilitate ICTs application in learning and the few ICT resources available were not properly used. Again, the tutors indicated that they had no in-service training related to ICTs integration in learning activities. The implication of all these is that until teachers realize that the multimedia use in the classrooms outweigh the constrains, be it internal or external, the end product which is the learner would be disadvantaged.

In Ghana, the most difficult issue JHS students face when learning with technology is a regulation that prohibits JHS students from using phones in schools. Again, Natia and Al-hassan (2015) surveyed Ghanaian basic schools‟ application of ICT for teaching and learning. The findings show an inadequate number of computers at Primary schools (4%), compared to Junior High Schools (10%). They further cited 110 electricity fluctuations, low technical know-how, and lack of access to the internet as barriers to the effective integration of ICT in instructional processes. However, the study did not capture the situation at senior high schools. Literature on the challenges teachers faced in their desire to integrate multimedia resource in their lessons discovered varied findings. Some scholars have divided these barriers into two categories, extrinsic and intrinsic according to Ertmer (2015). He referred to extrinsic as first order and cited access, time, support, resources and training. Intrinsic barriers as second-order and cited attitudes, beliefs, practices and resistance to change. In agreement, Asan (2018) asserts that the lack of teachers‟ and learners‟ competencies appears to be one of the significant obstacles to the effective utilization of the multimedia resource in learning and teaching settings. Some other researchers grouped the barriers into two categories of teacher-level barriers and school-level barriers.

Becta (2017) in Bingimlas, (2019), classified the barriers based on whether they refer to individual (teacher-level barriers), such as lack of confidence, shortage of time, and resistance to change, or to the institution (school-level barriers), such as lack of effective training in solving technical problems and lack of access to resources. Balanskat et al. cited in Hadi and Zeinab (2012) classified them into Micro level barriers, such as those related to teachers‟ attitudes and approaches to ICT, and Meso level barriers, such as those related to the institutional context. They also added a third

group called Macro level barriers, such as those related to the wider educational framework.

Additionally, another group of researchers refer to the barriers as those pertaining to two types of conditions: material and non-material. As Pelgrum (2015) classifies, the material conditions refer to the insufficient number of computers or copies of software. The non-material barriers refer to teachers‟ insufficient ICT knowledge and skills, the difficulty of integrating ICT in instruction, and insufficient teacher time. The implication is that whatever the nature of the barrier, all efforts on the teachers‟ part must be made to encourage multimedia usage. Nikolopoulou and Gialamas (2016) conducted a quantitative study involving 119 secondary school teachers in Greece. The aim was to investigate high school teachers‟ perceptions of barriers to using computers in class. The finding exposed limited funding, absence of internet access and a large number of pupils in classes were as the major perceived barriers to the use of computers in SHSs. Other barriers to ICT integration include fear of change, inadequate time, lack of accessibility, lack of confidence on the part of some teachers, lack of appreciation of the benefits of ICT, and inadequate resources (Ibrahim, Gunu & Fuseini, 2022).

In furtherance to the above challenges, Sarowardy, (2016), put “training and support improve gradually and they contribute to the integration of technology (multimedia resources) and efficiency of the teachers‟ teaching methods”. Without doubt that the information age promotes new teaching ways, imposing new requirements on the teacher and they are expected to be well-versed in technology in order to achieve the expected outcome, which often proves as a great challenge for the teachers. In spite of the ideal learning method that proudly encourages students to take advantage of the existing multimedia learning tools, teachers are mostly not well-

trained in mastering the computer technology. Mantiri (2014) opined, some observers have argued that technology in learning has widespread challenges in the process of teaching and learning. One of the reasons was that many teachers and lecturers in instructional technology were treating students as if they are machines rather than human beings. He further asserted teachers have to be aware of this and not to dehumanize students learning as a machine. Furthermore, he argued that if teachers perceive learners as machines, they will treat them as such, with or without the use of instructional media. If teachers perceive their students as human beings with rights, privileges, and motivations of their own, they will treat them as such, with or without the use of instructional media. In other words, it is not technology that tends to mechanize people but the uses to which people put technology. This implies that in the usage of technology in the classroom, learners are sometimes dehumanized.

Kimwise, (2018) saw the teacher as a person to be the barrier and designate that the teaching staff are the policy implementation members of any institution anywhere in the world through adequate academic communications to learners. Literature supports this argument in that, teaching staff indeed performs a critical role as it is them who expedite knowledge. Furthermore, teachers‟ ability to use and control the electronic technology, their attitudes towards the electronic technology devices, and their teaching styles, all affect how well they will accept the technology. Acceptance of the multimedia technologies by academic teachers is affected by their perception, attitudes toward them, the influence of people around them, as well as accessibility to these technologies. Support from school administrators is particularly important in indoctrinating confidence among teachers in their use of multimedia technologies (Al-Harbi, 2011). A submission by Alenezi (2012) proposes that “the use of new technology (multimedia technologies) by teachers is explicated principally

in relation to their discernments about the worth they acquire from new technologies". Nonetheless, when members only expect slim advantages from the new technologies, they are likely to limit their usage of technology to the features that they are familiar with. This implicates that teachers who swiftly realize the advantages of using multimedia technologies are more likely to be the first ones to begin using the technologies in enhancing their teaching.

In a similar study, Bariham, Ayot, Ondigi, Kilo and Nyamemba, (2019) discovered a lack of digital resources, insufficient time, and lack of technical support, power fluctuations, lack of internet, and lack of school-based ICT policies as well as limited funding to maintain ICT equipment as barriers to the effective and efficient integration of ICT in Social Studies instructional processes. Confidence in skills and knowledge is an added barrier or challenge from the views of Johnson, Jacovins, Rusell and Soto (2016). They added that, given the abundance of available educational technology, it is essential that teachers feel comfortable and confident about their ability to use them effectively. Many current teachers grew up without access to technologies like the personal computer and the internet, but students today are raised in an environment saturated by computer technology. These "digital natives" can intimidate teachers, especially teachers with little technological experience. If teachers feel they do not have the necessary competencies when using technology, they may feel less in control of the class, use less technology, and be unlikely to explore new possibilities that utilize technology when designing their classes. By sticking to traditional teaching methods, teachers who are less fluent with technology maintain a feeling of control in the classroom and will not have to prepare to face the challenges of instructing digital natives in a digital environment.

Teacher related, challenges impact on fundamental change and are typically rooted in teachers‟ core beliefs and are therefore the most significant and resistant to change (Fullan, 2012). Teachers related factors refer to teacher comfortability, teacher confidence and teacher competence. Research indicates that lack of teachers‟ confidence prevents social studies teachers from using ICT in their teaching (Peeraer & Van Petegem, 2014 in Amuko, Mihesi-O‟Connor & Ndeuthi, 2015). Similarly, Amuko et, al. (2015) indicated that limitation in teacher‟s ICT knowledge makes them feel anxious about using ICT in the classroom and thus not confident to use it in their teaching. Teachers‟ computer competence is a major predictor of integrating ICT in teaching. Evidence suggests that majority of teachers who reported negative or neutral attitude towards the integration of ICT into teaching and learning processes lacked knowledge and skills that would allow them to make an “informed decision. A study conducted by Agyei and Voogt (2011), cited in Agyei, Agyei and Benning (2022), in Ghana among pre-service and in-service Mathematics teachers, reported low levels of ICT integration levels as a result of low competencies and access levels of ICT. Successful integration of ICT in teaching is related to teachers‟ competence and also their attitudes towards the use of modern technology in their teaching and learning. Positive attitudes towards computer use by school teachers are important to ensure the integration of the technology is effectively carried out in the school curriculum and also during teaching and learning (Buabeng-Andoh, 2012). Teachers‟ attitudes are influenced by their perception of the usefulness of ICT, their behaviour intentions and pedagogical aspects. Teachers‟ attitudes towards using ICT in teaching and learning social studies are also influenced by several factors (Amuko et. al., 2015).

2.7 Strategies to deal with the Challenges Teachers face when using Multimedia Resources in Teaching Social Studies Concepts

In fact, the integration of multimedia resources is associated with a shift from instructivist to constructivist philosophies of teaching and learning. So, technology integration takes time; time to learn about the innovation, time to be adequately prepared to use it. In this respect, school authorities play an important role and apply different strategies such as change agent, lifelong learner, principal supporter, and resource provider to implement ICT in in the form of multimedia in schools. Thus, they should be able to identify and articulate a vision, provide an appropriate model, provide individualized support, provide intellectual stimulation, foster acceptance of group goals, and achieve high performance expectations. They should have knowledge, skills and positive attitudes toward the implementation multimedia in schools. In this way, they can create changes in their schools by focusing on action and by converting their teachers to be leaders who will eventually become agents of change. Therefore, teachers can play a role as a leader when they are committed to a cause and are self – managing ((Kiripidis & Prentzas, 2016)). An added strategy is the availability of School Based ICT policy as empirical studies showed that effective pedagogical use of multimedia resources (ICT) in instructional processes can be directly connected to a favourable policy environment. School-based ICT policy introduces the motivation to design a coherent, clear and workable community of practice linked with effective, regular, efficient and consistent use in the instructional processes. Users need to be made aware of the policies, and policies need to be monitored, to ensure that users comply (Cambridge Education, 2017).

Additionally, the institution will have certain responsibilities, not least under Ghana‟s data protection legislation to safeguard personal data of users. The school-based ICT policies are connected to national ICT in education policies and programmes designed by the Ministry of Education (MoE), Ghana. The MoE facilitates pedagogical use of ICT in all schools but links this directly to the national examination system, the approved school curriculum, and in some situations teacher-centered instructional methods (Iddrisu, 2020). Adding to the strategies to overcome barriers of multimedia integration, Tosuntas, Cubulk and Inci (2019), on a holistic view to barriers to technology integration in education, came out that the barrier to technology integration is teachers' perceptions of their inadequacy or lack of knowledge and skills. Another barrier is called institutional barriers and includes educational policies of institutions and countries. Educational policies of institutions and countries are effective in achieving technology integration. Policies that support teachers in this regard contribute to the achievement of integration. The implication here is that, effective policies concerning ICT integration is a sure way of encouraging its usage.

Teacher motivation to use multimedia resources to enhance the learning and teaching of Social Studies concepts plays a critical role in the integration in the Social Studies classrooms. It has been discovered that teachers displayed less motivation to integrate multimedia resources in teaching and learning when they were not convinced that students will show a desirable outcome in performance during the learning process. Some teachers may also resist change because they do not see the need for changing the old ways of doing things. They assume that the new order must be a tried and tested one. For them, changing from the conventional method of instruction to the use of multimedia resource is not acceptable. The argument some of

them put across is that multimedia resource has not proved to make any educational gains where it has been applied (Tosuntas et al, 2019). Time will inevitably bring about the increased adoption of classroom technology on a large scale. First, it is extremely important that teachers have a say in what technologies they will use in their instruction. Teaching is a deeply personal experience, and when educators feel as though they have lost the ability to teach in a manner that best suits them, it can be frustrating and discouraging (Johnson, Jacovins, Rusell and Soto, 2016). No single educational technology will be perfect for every teacher, and educators should have the ability to select a technology that they feel most comfortable with. By allowing teachers more freedom of choice they will retain the very important sense of classroom control. While the importance of teacher autonomy in the selection of educational technology cannot be understated, it does introduce the burden of sifting through a vast number of available technologies (Johnson et al., 2016).

A second solution to encouraging acceptance of classroom technology according to Cleaver (2014) is a call for better organization of available technologies. While a typical internet search will turn up thousands of results for educational technology tools, there are very few places that effectively organize and evaluate available technologies. Teachers should be able to easily find and access rigorously tested technologies within a specific learning domain. Better organization of empirically validated educational technologies will serve to save valuable time and will place less of a burden on the teacher. Onah and Nzewi (2021) in their study "Examining Barriers to Multimedia Integration in teaching and learning" concluded that the teaching of science education is one that requires integration of multimedia functionalities so as to ensure that concepts taught in class are presented in practical formats for easy assimilation by the students. It therefore becomes necessary that

multimedia barriers be overcome by various means so as to ensure that progress is made in presentations of facts and observations. Government, students, teachers and technological collaboration are required for successfully breaking the barriers to multimedia integration in science education. In the same study, Onah and Nzewi (2021) recommended the training of teachers on the use of multimedia in education. This will enable them appreciate multimedia usage and inculcate the practice into their students. On the long run, this will make the whole educational cycle multimedia-compliant and as such improve the general wellbeing of the nation.

Daweh, Agarwal, Oppong, Darko, and Gagakuma, (2016) recommends Training Needs Assessment (TNA) which is a gradual investigation of an issue or innovation using data and views from different sources to be able to design an effective interventions or recommendations on what should be done, as a strategy for encouraging multimedia use by teachers in the classroom. The aim of TNA is to ensure that the training programmes are well focused and relevant to meet the needs of the trainees. Government should provide multimedia facilities in various institutions of learning so as to boost the educational sector and raise it to a standard where it can compete with what is obtained in the western world. Adding to scholarly, Mamataz, (2017) recommended training as a way to encourage multimedia usage and wrote that multimedia classrooms, digital contents and teachers‟ training together have improved overall quality of learning by promoting effective and participatory learning and eradicating cramming tendencies from the learners. This implies that where the majority of the teachers of Social Studies did not have the requisite ICT skills and competencies to effectively integrate ICT in their instructional processes will requires further training on those specific areas.

Miima (2014) also carried out mixed research that examined the integration of ICTs in Kiswahili instructions among some selected public SHSs in Kenya. The research recommended the need for government and NGOs to supply schools with ICT tools; in-service training for capacity building on how pedagogically use ICT during instruction; the need for more time for the integration; development of relevant e-content; supply schools with generators and solar panels; and hire more ICT technicians as strategies to improve the integration of ICT in Kiswahili instruction. Johnson et al., (2016) added that for teachers to achieve effective use of computers, they must experience a paradigm shift from the teacher centered classroom to the student-centered classroom. In this situation, educational technologies will likely have a more central role because they permit active student learning activities in which the teacher serves as facilitator of the learning process. Arslan (2016) stated that one of the barriers to technology integration in Turkish education is the quality of pre-service and in-service trainings given to teachers. In this context, it can be concluded that the trainings for the effective use of technology in the classroom were insufficient. This was emphasized by Belland (2019), and states that technology integration or educational technology courses should enable prospective teachers to apply the theoretical knowledge gained in various periods; in other words, quality training is essential.

Again, factors affecting technology integration in education are considered as internal and external factors. However, it is stated that external factors are more likely to be detected and eliminated than internal factors. Accordingly, teachers' attitudes and beliefs can be seen as the reason why effective technology integration cannot be achieved despite the elimination of external barriers such as the existence of technology and access to education. Therefore, in order to achieve an effective

integration process, research can be conducted which will enable teachers to develop positive beliefs about technology and integration (Nikolopoulou & Gialamas, 2015; Ertmer & Ottenbreit-Leftwich, 2013; Hur, Shannon & Wolf, 2016). Social Studies teachers believe they do not have enough time to plan and use technology in teaching because of national exams to evaluate students and teachers' insufficient belief that high-level learning and high success can be achieved through technology integration in national exams. In this respect, it is necessary to develop beliefs that social studies teachers' use of technology in teaching does not constitute a barrier for preparation for exams and on the contrary, they can achieve higher levels of success with technology (Ertmer & Ottenbreit-Leftwich, 2013).

2.8 Summary of the Literature Reviewed

The usage of multimedia resources in instruction is an ongoing and developing issue. The literature reviewed took an overview of a brief history of usage of multimedia in education, the concept of multimedia resources in education and its relevance, teaching and learning concepts in Social Studies as well as teacher competences. Other issues reviewed include the Social Studies teachers‟ perceptions of the integration of multimedia resources in teaching Social Studies concepts, challenges encountered and the way forward. It was clear that the slow rate or absence of application of multimedia resources in many JHS schools was due to factors that existed which influenced Social Studies teachers‟ use of technology in classrooms.

2.9 Existing Gaps in the Literature Reviewed

The reviewed discovered factors that affect Social Studies teachers‟ propensity to adopt technology in their instructions as technology application in education seems relatively new. There seems to be limited literature that explored those factors that

influence JHSs teachers‟ decisions to integrate multimedia resources in Social Studies teaching in Ghana as most of the works are concentrated on the Senior High schools and the University Colleges of Education to the neglect of the demonstration schools which play a critical role in the training of pre-service teachers. Knowledge gap especially focusing on the usage of multimedia resources in Social Studies instruction among JHSs in Ghanaian context existed. Ghana‟s ICT in Education Policy (2015) for instance does not offer a platform for Social Studies teachers to be trained to use ICT in instruction unlike the Mathematics, English and Integrated Science teachers. This and other factors could have been responsible for the limited utilization of multimedia resource in Social Studies instructions. This study, therefore, sought to enrich previous studies and test the social studies teachers‟ usage of multimedia resources in Social Studies instructions in Public JHSs such as the Demonstration JHS in the Akropong Akuapem of the Akuapem North Municipality. Also, the detection of barriers that may be contributing to the slow uptake of integration of multimedia resources in instruction offers useful information to supplement existing literature especially when designing in-service teacher training programs for Social Studies teachers. However, study on this in the Junior High Schools was relatively scarce especially on the Demonstration schools. This study has filled that gap in the literature through the identification of JHS Social Studies teachers‟ perceptions of multimedia resource as a tool for Social Studies instruction.

2.10 Theoretical Framework

This study was hinged on Richard Mayer‟s Cognitive Theory of Multimedia Learning (Mayer, 2019 in HackNoon, 2022). This theory was postulated on the basic premise with multimedia learning that, we can learn more deeply from words and pictures together than we can from just words alone. This theory and its principles

provide guidance on how to create effective multimedia presentations for learning. Mayer‟s cognitive theory of multimedia learning makes three assumptions about how humans process information:

- the dual-channel assumption,
- the limited-capacity assumption,
- and the active-processing assumption.

According to Mayer (2009), cited in HackNoon (2022) the dual-channel assumption dictates that humans possess separate channels for processing visual and auditory information. The first is the visual–pictorial channel, which processes images seen through the eyes (including words displayed on a screen). The other channel is the auditory–verbal channel, which processes spoken words. The limited-capacity assumption suggests that humans have a hard limit on the amount of information they can process at any given moment. Although it‟s difficult to nail it down, Mayer suggests that most people can maintain maybe five to seven “chunks” of information in working memory at a given time. He also indicates that individuals at the higher end of that range may have stronger metacognitive strategies, which allow them to manage their limited cognitive resources more efficiently. The active-processing assumption asserts that humans do not learn by just passively absorbing information. Instead, they need to engage in active cognitive processes, namely identifying and selecting relevant material, organizing it into visual and/or verbal models, and integrating those new models with prior knowledge. The cognitive theory of multimedia learning fundamentally argues against a “knowledge transmission” approach to learning in favour of a “student-centred knowledge construction” model. The implication is that, students, are not “empty vessels” waiting to be filled up with information but must instead work to synthesize words and pictures into meaningful

information that is stored in long-term memory. Mayer adopted a constructivist view of learning in which multimedia are not simply information delivery systems, but rather cognitive aids for knowledge construction. A constructivist approach to learning, also use multimedia as cognitive supports for knowledge building rather than information delivery methods. Essentially Mayer has taken into consideration the limits to human assimilation and provided parameters to ensure engaging and effective learning (HackNoon, 2022).

Mayer‟s cognitive theory of multimedia learning is also based on twelve principles according to HackNoon, (2022) to provide guidance on how to create effective multimedia presentations for learning: these principles are the coherent, signaling, redundancy, spatial congruity, temporal congruity, segmenting, retraining, modality, multimedia, personalization voice and the image principles.

The Coherence principle from the writings of Mayer, stated that, humans learn best when extraneous, distracting material is not included. Simplicity is crucial in designing a learning experience; therefore, Social Studies teachers must refrain from using complex or and complicated information. Also, they must refrain from putting all applicable information on the subject matter. The goal is to have only information that will be assessed, if not the learner will be distracted. In order to ensure this use simple visuals, avoid using background music and include only relevant images. The signaling principle states that, humans learn well when they are shown exactly what to pay attention to on the screen. Too much information on the screen will lead to distracted learning which is not really learning. To achieve this use fewer bits of information and add arrows for directions. The redundancy principle from Mayer puts that, humans learn best with narration and graphics, as opposed to narration, graphics and text. If you have narration and graphics, adding text is redundant and can be

overwhelming for the learner. In layman terms this principle means, if there is voiceover narration only using graphics on screen any other media added to the material would be redundant.

The Spatial Contiguity principle showed that humans learn best when relevant text and visuals are physically close together. The goal here is to ensure all words and images are aligned, this enables learners to focus, reduces the cognitive effort expanded on trying to align the elements on the screen. To achieve this, Social Studies teachers are to ensure text and related graphics are in close proximity, have learners read text before playing any animated graphic and add pointers on the screen. Again, humans learn best when corresponding words and visuals are presented together instead of inconsecutive order. The mantra here is simultaneous not one after the other or side by side. This lays emphasis on the learning material, reduces the learning time and improves the overall experience. Social Studies teachers can achieve this by ensuring the audio and image occur at the same time according to the temporal congruity principles. When information is presented in segments, it aids learning rather than in one long continuous stream. Segmenting learning sessions enables learners to feel in control of their learning experience and keep track of learning progress. This is the segmenting principle.

The Modality principle states that, humans learn best from visuals and spoken words than from visuals and printed words. It is important to balance the ratio of texts and images to ensure the learner is not overwhelmed. To achieve this Social Studies teachers must use voiceovers in learning materials as opposed to on screen text. Humans learn best from words and pictures than words alone according to the multimedia principle. This principle works best when relevant, memorable and intriguing images are added to the learning experience. It implies a balance of images

and words to create an immersive learning experience by Social Studies teachers. From the personalization principle humans learn best from a more informal, conversational voice than an overly formal voice. This creates a comfortable atmosphere for learning which improves the learning experience. It is important to use simple language, use first-person and match the tone of the speaker to the learner demographic. Furthermore, humans do not necessarily learn better from a talking head video, the logic applied here suggests that important information should be learnt using relevant visuals not a talking head. The trick here is to use relevant animations or images to reinforce the audio voiceover. This is the image principle (Hacknoon, 2022). The elements of Cognitive Theory of Multimedia Learning are evident in the graphic representation in Figure 1.

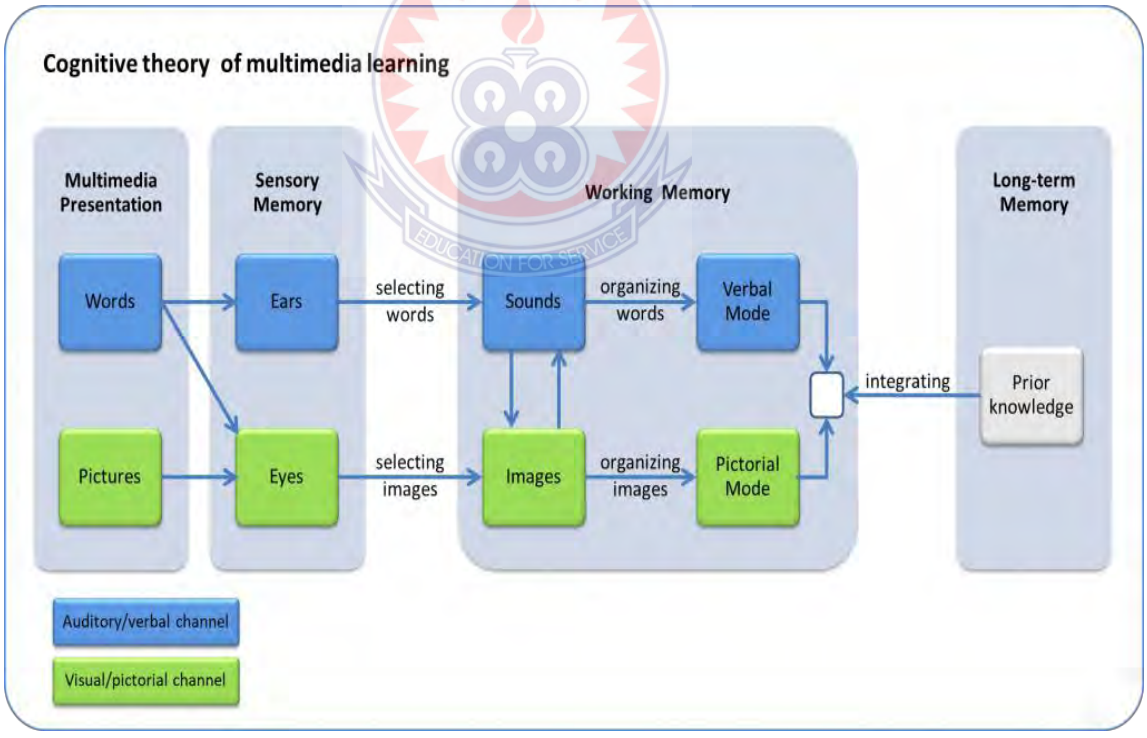

Figure 1: Cognitive Theory of Multimedia Learning, (Mayer, 2019).

According to Mayer active-processing assumption asserts that humans don‟t learn by just passively absorbing information. Instead, they need to engage in active cognitive processes, namely identifying and selecting relevant material, organizing it into visual and/or verbal models, and integrating those new models with prior knowledge. It can also be lessons that incorporate videos. Mayer‟s first advice for multimedia learning is a caution that he calls the limited capacity assumption. The assumption is that all humans have a limited capacity for information. There is no infinite space and memory processors, so Social Studies teachers have to choose what pieces of information to pay attention to. The caution warns Social Studies teachers not to overwhelm their students with information. One way to apply this is to limit the amount of text on a PowerPoint slide. The Social Studies teacher‟s presentation will be more effective to the learner if a limited number of printed words, a simpler picture, and a clear spoken narration.

Literature further stated that, Mayer tells Social Studies teachers the need to encourage the student‟s active processing. To make learning effective, presentation material should have an understandable structure, and it should guide the learner in making a mental model. Again, when Social Studies teachers perceive the relevance of this framework in terms of multimedia use in teaching and learning process, it will enhance the quality of the teaching of concepts as my main research question: what are the perceptions and attitude of Social Studies teachers in teaching and learning of Social Studies concepts in Junior High schools in Ghana

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the description of the research process. It provides information concerning the research paradigm, method that was used in undertaking this research as well as a justification for the use of this method. The Chapter also describes the various stages of the research, which includes the design, the people, selection of participants, the data collection process and the process of data analysis.

3.1 The Research Paradigm

Considering the nature of this research, and the intent of my final objective which was to assess the usage of multimedia resources in teaching and learning of Social Studies concepts in the Junior High Schools in Ghana by exploring the different mindsets and worldviews of the teachers and present the findings and the study focused on human experiences by examine the teachers' different viewpoints on multimedia use, it naturally fell under the *interpretivist paradigm*. A multimedia (ICT) research can be characterized as interpretive if the knowledge of reality gained comes through social interactions and constructions, such as consciousness, language, experiences etc. (Klein & Myers, 1999 in Agiorgitis, 2017). Again, this paradigm does not predefine any results or dependent and independent but it focuses on the complexity of sense-making depending on the situation (Kaplan & Maxwell, 1994 in Agiorgitis, 2017).

Literature has it that Alharahsheh and Pius (2020) stated that, because meaning exists through the lens of people, interpretivist approaches to social science consider it important for researchers to appreciate the differences between people, and

seek to understand how these differences inform how people find meaning. According to interpretivist, individuals have consciousness. This means that they are not merely coerced puppets that react to social forces in the way that positivists mean. This has the result that people in a society are intricate and complex. They added that different people in a society experience and understand the same "objective" reality in different ways, and have individual reasons for their actions. Furthermore, terms, procedures, and data used in research have meaning because a group of academics have agreed that these things have meaning. This makes research a socially constructed activity, which means phenomena is created by society and not naturally occurring. It will vary from culture to culture. Consequently, the reality that research tells us is also socially constructed (Alharahshel & Pius, 2020). By assessing the usage of multimedia resources through interview and lesson observation and interpreting the participants' beliefs, views and experiences, I gain knowledge on understanding the context around multimedia usage in the Junior High Schools and promote insight on the mental processes that are driving observed patterns in social behavior (Chai, 2005 in Agiorgitis, 2017).

3.2 Research Approach

A qualitative research approach was adopted in the study as the researcher considered the study objectives and the sources of information that will be available in choosing the approach appropriately as the study sought to explore individuals‟ understanding of a social phenomenon. Qualitative studies are largely investigative processes in which researchers gradually make sense of a social phenomenon by means of contrasting, comparing, replicating, cataloguing and classifying the object of study (Creswell & Creswell, 2018). Mkandawire, (2019) notes while discussing qualitative data collection methods in research that, qualitative design qualifies as a

subjective method of assessing opinions, behavior, attitudes and social interactions. Qualitative research, however, is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes as postulated by Nassaji, (2015). Furthermore, the qualitative research approach is chosen due to its interactive nature, which enables the researcher to be in contact with participants as opined by Astalin, (2013). Again, it enables the researcher to gather data from participants, taking their thoughts, assessing their feelings, emotions and imaginations on the phenomena understudy as put by Kuranchie (2021). Added to the reasons above, non-probability sampling technique of purposive aid in getting participants who are experts and have rich and in-depth knowledge and experience on the issue inherent in the research problem was adopted by the researcher which is a qualitative technique.

3.3 The Research Design

The view of interpretivist in the mind of the researcher, the goal of the research was to rely as much as possible on the participants‟ views of the situation being studied (Creswell, 2014). The researcher‟s intent was to make sense of and/or interpret the meanings others have about the world; hence case study research design was used by the researcher considering the focus of the study; data collection and analysis. Most simply, case study is defined as “an empirical inquiry that investigates a contemporary phenomenon (the „case‟) in depth and within its real-world context” (Yin, 2014, p. 7). To corroborate, Kamatongo and Kapalu-Muzata, (2021) defined the concept of a case study as an intensive, systematic investigation of an individual, group, community or some other unit in which the researcher examines in depth data in relation to several variables. Coombs (2022, September, 22), adds that, case study is a methodological research approach used to generate an in-depth understanding of a

contemporary issue in a bounded system. It is well-suited in answering the research questions appropriately and adequately.

The strength of the case study method is because it allows for the examination of the phenomenon in depth using various kinds of evidence obtained from interviews with those involved, direct observation of events and analysis of documents and artifacts (Yin, 2014). Also, the case study was used because the focus of the study was more to describe and explain rather than prediction, and the variable studied is not easily unidentifiable or embedded in the phenomenon to be extracted for study (Yin, 2014). In addition, the case study allows for empirical inquiry of phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Pavan, 2014). Again, Kuranchie, (2021) opined that case study use permits the use of different sources of data, different types and different research methods.

Again, qualitative case studies afford researchers opportunities to explore or describe a phenomenon in context using a variety of data sources. It allows the researcher to explore individuals or organizations sample through complex interventions, relationships, communities, or programs (Yin, 2014) and supports the deconstruction and the subsequent reconstruction of various phenomena. Although the known norm is that case studies are qualitative and is probably one of the most criticized social research methods, it being stereotyped as a weak, imprecise, objective and rigor less method and that findings cannot be generalized to a broader community in which the unit under study is found, findings are generalized to the unit studied. Case studies help to understand the unit as a whole. Case studies can also provoke further investigations of a phenomenon in other settings and even prompt a quantitative study of the same phenomenon to see whether the findings would be

broadly generalized. Thus, case studies can eventually lead to generation of theory (Kamatongo & Kapalu – Muzata, 2019), thought the weakness in its use is that conclusions are not subject to generalization but strictly limited to the subject of study (Kuranchie, 2021).

3.4 The Area of the Study

The study was conducted at the Presbyterian University College of Education Demonstration Junior High School in Akropong – Akuapem, the capital of the Akuapem North Municipality of the Eastern Region of the Republic of Ghana. Akropong lies between longitude 0^0 00^0 E and 0^0 20^0 E. It occupies a land area of about 450 square kilometers. Akropong is noted for its numerous educational institutions such as the Presbyterian University College of Education, a co-educational Teacher Training established in 1848 and a host other institutions like School for the Blind, the Akrofi Christsller Institute of Theology, Missions and Culture. The town is believed to be one of the places where formal education started and has a number of basic and senior high schools among which is the first primary school established by the Basel Missionaries in the Eastern part of Ghana. The Presbyterian University College of Education Demonstration School, like all other demonstration schools, serves as learning center for student-teachers of the University College of Education for demonstration lesson observation and practical teaching. It serves as a model school for all other schools in the Akuapem North Municipality and beyond and it is committed to provide quality teaching. It has a student population of about four hundred and fifty (450) and teaching strength of thirty-two (32).

3.5 The Population of the Study

The population in this study consist of all the Social Studies teachers of the school. The targeted population therefore was seven Social Studies teachers of the school. The teachers and the school were purposively and conveniently used for the study. The teachers were the ones involved in the teaching of the subject in the school and were conveniently sampled because they were available or the nearest units within the reach of the researcher.

3.6 Sampling and Sampling Technique

Purposive and convenient which are non-probability sampling technique, were used in this study because the participants were available, convenient and most importantly represent characteristics of the study. Furthermore, purposive sampling was adopted which is a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data. It also involves the researcher using their expertise to select a sample that is most useful to the purposes of the research. This is applied in qualitative research, where the researcher wants to gain detailed knowledge about a specific phenomenon rather than make statistical inferences, or where the population is very small and specific according to Shona, (2021).

Shona added that an effective purposive sample must have clear criteria and rationale for inclusion. Convenience, the most common form of qualitative sampling and occurs when people are invited to participate in the study because they are conveniently available with regard to access, location, time and willingness. It is a relatively fast and easy way to achieve the sample size needed for the study (Lopez & Whitehead, 2013). The school was conveniently sampled because it was available or nearest units within the reach of the researcher. It is also used due to time and cost

limitations in collecting data and feedback. This implies that researchers are supposed to obtain a convenient sample by selecting whatever sampling units are conveniently available (Eshun, Bordoh, Bassaw & Mensah, 2014). However, the main limitation of using convenience sampling is that it could suffer from either under-representation or over-representation of particular groups within the population. It could also potentially be that the sample is unlikely to be representative of the population being studied and, therefore, limiting researchers‟ ability to make generalizations of the findings to a wider population (Creswell & Creswell, 2018).

3.7 Data Collection Procedure

Data was collected by using a semi-structured interview guide, and observation checklist to collect data from the Social Studies teacher at the school. An interview technique was adopted for this study to provoke thought and allow participants to express themselves in greater detail, thereby revealing more information that the researcher may not be aware of. The time schedule was drawn up for individual teachers based on their availability. Each interview took about 20 minutes. The data was recorded on separate data sheets. A device was also used to record the interviews in order to supplement the written data and to ensure the correctness of the data. The researcher observed the behaviour of teachers during lesson delivery. The researcher was allowed to sit in some of the instructional times and observed how teachers facilitated learning at school. Observation was done during the same period with interviews. The number of participants as well as observation done was sufficient to generate adequate data required for this study. The inductive approach was used to analyse data. Inductive approach involves analysing data with no predetermined theory, structure or framework and uses the actual data itself to derive the structure of analysis (Burnard, 2008 in Karipi, 2018). Data was

analysed using a thematic content analysis method which involves the identification and categorization of the data into themes and categories. Thematic content analysis is a descriptive presentation of qualitative data (Anderson, 2007 in Karipi, 2018). Codes were developed for each category using words describing what participants meant. Data coding facilitates the categorizing and connecting of themes to interpret data sensibly and is necessary for efficient analysis. The relevant information was then grouped into categories that reflected the several themes related to the participants‟ views, experiences, relevance, challenges and strategies to overcome the perceived challenges of multimedia usage.

3.8 Trust Worthiness of Data

Qualitative inquiry has recently experienced a burgeoning in the field of educational research. Indeed, building trust is imperative. One method of promoting credibility is through the various processes of triangulation which denotes using several sources of information or procedure from the field to repeatedly establish identifiable patterns (Nassaji, 2020). To establish trustworthiness of a qualitative data, Stahl and King, (2020) outlined four key issues to look at, namely; credibility, transferability, Confirmability and dependability. The principle of credibility in qualitative research according to Stahl and King (2020) concerns the extent to which the research findings and conclusions can be viewed to be believable. In other words, it concerns the truthfulness of the findings and the extent to which they reflect the reality of the phenomenon investigated.

3.8.1 Credibility

Kuranchie (2021) defined it as the extent to which the research account is believable and appropriate. Again, credibility is whether the results obtained from the qualitative study are accurate from the views of the researcher, participants and intended audiences. To achieve this, the researcher used of different sources to gather data on the same issue which helped to confirm findings of the research and member check also called participants validation where the results from the interviews recorded, transcribed and returned to participants to check for authencity, accuracy and resonance with their experiences before acceptance for the final analysis were used to establish the credibility of the data from the interviews and lesson observation.

3.8.2 Transferability

With the issue of transferability concerns the extent to which the researchers‟ interpretation or conclusions are transferable to other similar contexts or applied to other situations or how generalizable is the results of the study. This requires thorough and rich description of the research activities and assumptions as opined by Nassaji (2020). The researcher provided detailed and rich description of the study participants, process and the data gathered. In other words, the researcher was able to provide description of everything that took place during the study. However, the transferability was not meant for the researcher to make generalizable claims but instead to provide sufficient details that make transfer possible in case readers wish to do so as put by Lincoln and Guba, (1985) in Stahl and King (2020).

3.8.3 Confirmability

The third perspective on trustworthiness suggested by Stahl and King, (2020), is confirmability or objectivity. This shows the extent to which the research yielded findings without the researcher‟s influence; thus, the findings are not the researcher‟s bias, motivation or interest (Tobin & Begley, 2004 as in Kuranchie, 2021). The researcher used bracketing by keeping diary about the perception and feelings, recording field notes and seeking critiques from experts (Vagle, 2014). Adding to this, Kuranchie, (2021) wrote that researcher can read and re-read the meanings of the responses and reflect on them to avoid possible biases of both the participants and the researcher. This was adhered to by the researcher.

3.8.4 Dependability

Dependability is an alternative notion to reliability in quantitative research where reliability refers to the consistency of data collection tools or measures. In qualitative research, this principle indicates that the study should be reported in such a way that others could arrive at similar interpretations if they review the data. This can be enhanced by carefully documenting all the research activities and the conclusions or any changes that may occur as the research evolves. Such documentations can then be reviewed by an outside researcher to examine their accuracy and the extent to which the conclusions are grounded in the data (Nassaji, 2020). The researcher documented the activities that took place in the course of the research and note all changes that occurred as the research evolved. Another researcher was used to read and react to field notes, with their embedded researcher interpretations, as a confirmation that creates a tacit reality.

3.9 Limitations

Limitations are problems, issues, and occurrences that may arise during a study and is usually beyond the control of the investigator. In qualitative research, limitations often arise from reliability and validity issues (Simon & Geos, 2013). The following were the limitations of this study:

- Schools were in session and busy at the time of data collection. As a result, the participants went through the interview hurriedly and others were not even ready for it. This nearly compromised the quality of the results. However, the researcher reduced this effect by relaying early information on research intent and also gave participants to indicate convenient time for the interview.
- One participant declined to be recorded during the interview stage of the data collection process. This put a lot of pressure on the researcher as he had to interview the participant and wrote the responses at the same time.
- Greater number if not all participants, was expecting monetary reward or motivation instead of an avenue for learning before allowing themselves to be interviewed.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

The study aimed at assessing the usage of multimedia resources in teaching and learning of Social Studies concepts in the Presbyterian University College of Education Demonstration Junior High School in the Akuapem North Municipality of the Eastern Region of Ghana. Data were amassed from these sources, namely; Social Studies teachers, the school head teacher and the School Support Improvement Officer (SISO). This chapter presents the findings and the discussions according to the objectives, research questions, and the theoretical framework designed to direct the research. Data was analysed by the use of both descriptive and interpretative techniques to allow categories and patterns to emerge. The findings of the study were directly linked to the study objectives which seek to:

1. Examine Social Studies teachers‟ experiences on the usage of multimedia resources in teaching of Social Studies concepts in the Junior High Schools.
2. Analysed the relevance of using multimedia resources in teaching Social Studies concepts in the Junior High Schools.
3. Examine the challenges of Social Studies teachers in the usage of multimedia resources in teaching Social Studies concepts in the junior High Schools.
4. Suggest strategies to deal with the challenges‟ Social Studies teachers when using multimedia resources in teaching Social Studies concepts.

4.1 Teachers' Experiences on the usage of Multimedia Resources in Teaching of Social Studies Concepts

Rugut and Role, (2015), defined perception as the way one thinks about something and ones" idea of what it is like. Also, it is an ability to understand the true nature of a subject especially as it affects our environment. The first objective of the study was to find out the perception of teachers on the usage of multimedia resources in teaching and learning of Social Studies concepts. Participants in the school under study were therefore asked to reveal their perception based on these sub-themes: *time use by the teacher, knowledge and skills of the teacher (competence), attitude and beliefs, the role of the teacher in the classroom, teaching methodology and content absorption by the learner*. This was to find out if teachers had divergent or similar perception towards the utilization of current educational media or multimedia resources in the teaching process. The reason being that a teacher"s attitude and perception had a significant correlation with their adoption of technology (multimedia resources) in their instructional processes and vice versa. The success of the application of technology into classroom instructional processes hinges on the perception of teachers towards technology.

4.1.1 Time Use by the Teacher:

With regards to this question, almost all the participants indicated that,

„*Using multimedia resource is laborious and more time consuming for teachers as compared to the traditional teaching, although it can improve both teaching and learning of Social Studies concepts*. Again, in unison, *they perceived the use of multimedia in teaching as tedious as well as additional responsibilities adding to the teacher"sfunction without financial motivation or reward.*

With this, participants did not agree with what Dai and Fan (2021) wrote that the burnout and stress that results from the traditional mode of teaching and learning have been eliminated by the use of ICT in education which provides a conducive learning atmosphere for students. This common opinion from the participants is rather in line with what Boni (2018) postulated in his study that teachers felt more comfortable using the traditional method of teaching rather than using technology because Information Communication Technology (multimedia) integration into education required additional time and expertise to apply appropriate application to suit the lesson objectives. The participants opinion expressed again confirm the writings of Kumutha and Hamidah (2014) on the external factors that affect multimedia usage in the classroom due to the teacher‟s lack of time to prepare the power point or similar materials for students that the majority of teachers complained that they were too busy to mark students‟ homework and examination papers, in addition, they were forced to finish the syllabus assigned by school. Using multimedia resources in the classroom is really time-consuming and they could not complete the school syllabus. The implication here is that, the participants feel more comfortable with traditional teaching methodologies instead of integration of multimedia in Social Studies instruction.

4.1.2 Knowledge and skills (competency) of the teacher:

Mariyana (2016) asserts that competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties. A participant started by the statement *"most teachers" competences in areas such as being computer literate, presentation skills in terms of audio visuals, technical skills to prepare the media to be used are lacking in teaching Social Studies concepts"*. The idea from the participant is in line with

Keterere, (2013), who wrote that for the media to be successfully used during the teaching-learning process, particularly in the teaching and learning process of Social Studies concepts, teachers should possess certain competencies such being computer literate, deep knowledge on curricular issues, communication skills, technical skills, and presentation, evaluation and follow-up skills. *Two (2) participants perceived*

> *„The knowledge and skills for utilizing multimedia in the classroom to mean the level of training and professional development the teacher has received based on the new technology. The participants added that, „the level of training and professional development received by teachers does not give them enough competence to warrant technology usage in classroom".*

This view of the participants" concord with that of Malekani, (2018) who stated in a research that teachers" usage or integration of technology can be influenced by the level of training and professional development they have received based on the new technology. *Two (2) participants mentioned that the Social Studies teachers ability to tailor the message being transmitted by the media to the ability, understanding (vocabulary), the age (learner characteristics) etc. are all essential competence required in the usage of multimedia technology*. This confirms what Keterere (2013) wrote that he is of the notion that learners" characteristics in terms of the number, age, ability among others in the classroom will determine the type of media to be selected and utilized. Again, Piaget"s theory of cognitive development implicates that the teacher should make sure that the messages being carried by the media are within the learners" ability, comprehension, age and from a sociological point of view one can add the background, and from philosophy the kind of knowledge among others.

> *"A participant stated further that many current teachers were born and grew up without having access to technologies like the personal computer, cell phones and the internet, but students of today are raised in an environment saturated by computer technology and these "digital natives" can intimidate teachers, especially teachers with little*

> *technological knowledge. If teachers feel they do not have the necessary competencies when using technology, they may feel less in control of the class and unlikely to explore new possibilities that utilize technology when preparing for teaching. By sticking to traditional teaching methods, teachers who are less competent with technology maintain a feeling of control in the classroom and will not have to prepare to face the challenges of instructing digital natives".*

This opinion is in line with Asan (2018) assertion that the lack of teachers" competencies appears to be one of the significant obstacles to the effective utilization of the multimedia resource in teaching and learning settings. This same view concord with what Johnson et al., (2016) discovered in their study that many current teachers grew up without access to technologies like the personal computer and the internet, but students of today are raised in an environment saturated by computer technology and they can intimidate teachers, especially teachers with little technological experience. This implies that if teachers feel they do not have the necessary competencies when using technology, they may feel less in control of the class, use less technology, and be unlikely to explore new possibilities that utilize technology when designing their lessons.

4.1.3 Teacher attitude and beliefs

Venkatesh, Thong, Chan, Hu, and Brown (2016) pointed out that the pre-usage beliefs might serve as anchors for post-usage beliefs as people tend to rely on their initial beliefs and early impressions in the formation of future beliefs. In this regard, it is very important to determine teachers" experiences and beliefs with the multimedia enhanced teaching in order to find strategies that will maximize its usage. Again, teachers' attitudes and beliefs are crucial factors in determining the role and effectiveness of technology in classrooms. Attitudes and beliefs about both educational technology and pedagogy in general will ultimately influence how teachers implement technology (Johnson, Jacovina, Russell, & Soto, 2016). When

participants were asked about their experiences with the attitude and beliefs of the teacher in using multimedia resource in the Social Studies instruction,

> *„a participant"s response revealed that, the use of ICT in the form of multimedia resource is for the young teachers graduating with 1st degree from the University Colleges of Education who have been taught the „modern" methods of teaching with some expertise to apply multimedia to suit lesson objectives.*

This is in line with Kumutha and Hamidah, (2014), study on internal factors that refrain teachers" from using multimedia and stated that teachers" attitude which means teachers themselves may refrain from using technology in the classroom as they do not like to use computers because of their old ages; they expect younger people to learn and use it; while they believe that older practitioners do not have to use it anymore. Additionally, they believe that they can use traditional methods to teach interactive lesson like Social Studies without using technology. Boni, (2018), also in similar vein postulated in his studies that teachers felt more comfortable using the traditional method of teaching rather than using technology because multimedia integration into education required some expertise to apply appropriate application to suit the lesson objectives. *Furthermore, four (4) participants expressed that self-confidence is a factor that affects the usage of the modern technology in lesson delivery.* This points to the fact that their idea is in consonance with the study of Rugut and Role, (2016) who noted that teachers who interpret their interactions with computers as an indicative of high grow in self-confidence, regardless of their experience.

A classroom observation was used by the researcher to find out how teachers" beliefs and attitude may associate with their teaching practices and the implementation of technology and the researcher realized there was an inconsistency between teachers" beliefs and their actual instructional practices of integrating

technology. The teachers make use of conventional or traditional teaching methods still, where student‟s voice is controlled in the learning and students simply obey orders. Again, it was observed that there was an epistemological gap between students‟ preferred learning approaches and teachers‟ classroom philosophy or pedagogical approach; teachers only talk and give assignments. This is in line with what Boni (2018) wrote and confirmed by Drent and Meeliseen (2020) from their study on classroom observation on teachers believe, attitude and the use of ICT which revealed a dissimilarity between teacher‟s perception and actual instructional practices of multimedia usage. Razavi et al., (2016) also concluded from a study a discrepancy between teachers‟ instructional practices, believe, attitude and the use of educational media. This implicates an anomalous between practice and theory of the teacher, theory learn the theoretical aspects and practice otherwise.

4.1.4 The Teacher's Role in the Classroom

Teaching, according to Kyiacou (2015), is fundamentally concerned with how best to bring about desired learning through activities. This makes teaching, the most essential ways that enable people to relate to one another as far as knowledge and skills acquisition are concerned. Otsupius, (2014) and Syafryadin, (2020), added that one of the most important factors influencing the success of students is the teacher. Participants were asked their perception concerning the Social Studies teacher‟s role in bringing about the desire learning. *A common opinion from the participants was that the teacher"s role now in the classroom and the teaching –learning process has changed from a teacher (instructor) to a guide and facilitator with the advent of multimedia resource in education*. This confirms what Otsupius, (2014) and Syafryadin, (2020) stated in their research work that the most important role of a teacher in the school is to guide students. Nowadays a teacher has become a guide of

students throughout the learning process. Again, Atubi and Obro, (2020) affirmed that the active role the learners assumed with multimedia resources usage, the teacher is no more the king or queen of the classroom as students are now active procurers, extractors and architects of information. Furthermore, Almarabeh and Amer, (2015) in comparing traditional mode of knowledge construction to the multimedia integration lesson delivery wrote that, the basic objective of interactive multimedia material is not so much to replace the teacher so to change the teacher's role entirely. It advocates the teacher becoming "Guide on the Side" rather than "Sage on the Stage". This implies that, with the advent of multimedia technology in education, teachers should be aware of their role under the new education media and go accordingly.

4.1.5 Teaching methodology

Yalley (2017) wrote that, the objectives of Social Studies can be realized and students‟ learning outcomes improved if Social Studies teachers adopt critical pedagogy that incorporates multimedia resource in their instructions instead of the traditional chalk and talk methods of instructions. He added that the appropriate integration of the Social Studies subject matter and methods of instructions in instructional settings by teachers can help the student to understand concepts, think, transform and reflect on the body of knowledge presented to him or her. Based on these two premises, participants‟ experiences about teaching methodology in multimedia usage technology in teaching Social Studies concepts, were sort by the researcher. Three (3) participants view was this:

> *“For effective use of multimedia technology by teacher, they must experience a paradigm shift from the teacher - centered classroom to the student - centered classroom and in this situation, to allow educational technologies to have a more central role because they permit active*

student learning activities in which the teacher serves as facilitator of the learning process".

This agrees with what Johnson et. al. (2016) discovered in research and wrote that, for teachers to achieve effective use of computers, they must experience paradigm shift from the teacher-centered classroom to the student-centered classroom as educational technologies will have a more central role because they permit active student activities in which the teacher serves as a facilitator of the learning process. Coleman, Gibson, Cotton, Howell-Moroney, and Stringer, (2016) stated that appropriate use of ICT in teaching transforms the learning environment from teacher-centered to learner-centered just as it is transforming all aspects of human life. Coleman et al., (2016) emphasized that the shifting from teaching to learning creates a student-centered learning where teachers are there as facilitators and not sages on the stages, thus changing the role of the teacher from knowledge transmitter to that of a facilitator, knowledge navigator and a co-learner. *The other two (2) participants said multimedia resource aid differentiation in the classroom teaching.*

Razavi, Ghanizadeh and Akbari, (2016) assertion that using technology in teaching can also be used as a tool for curriculum differentiation, provides opportunities to adapt the learning content and tasks to the needs and capabilities of each individual pupil and provides individually tailored feedback is in line the participants" point of view. Khan and Alwi (2018) inscribed in their journal that the traditional methodology in teaching has stressed on content and teachers taught the content through lecture method and the activities were designed to enforce the content knowledge but the usage of multimedia resource, present-day curricula promote aptitude and performance of the learners, emphasizing on the application of the information rather than factual knowledge. *This confirms a point made by participants that with the student-centered method of teaching, multimedia resource allows*

practical teaching and application of knowledge acquired than the traditional method. The implication of this is that, with use of the student-centered (constructive methodology) with multimedia, Social Studies concepts can be presented with ease through learning by doing to be initiated and engaged by self-directed activity and in effect aid comprehension and application of knowledge to avoid teaching without learning taking place.

4.1.6 Content absorption by the student

There has been a shift from a teaching paradigm to a learning paradigm (Wung & Hung, 2022). Again, multimedia tools are used for the purpose of delivering information to people for better understanding of concepts (Abdulrahaman et al., 2020). The researcher agreed with these statements and wanted to know the experiences of participants on content absorption by the student when multimedia is applied in the teaching and learning of Social Studies considering the statements above. *A participant reiterated that combination of picture and words enhances understanding of Social Studies concepts than the use of words only.* This assertion confirms a discovery by Abdulrahaman, Faruk, Oloyede and Olawoyin (2020) that there are more positive results observed in learners who combine pictures and words than those who use words only. Also, the findings of Fatimah and Siti-Shuhaida, (2017), on the integration of multimedia elements in the classroom showed that multimedia elements such as video, animation, graphic, text and audio can make the lesson become more interactive and appealing to the students. This indirectly attracts students‟ attention and at the same time aids their comprehension of the lesson. Two (2) participants mentioned that,

„The practical nature of multimedia usage in the classroom facilitates active learning and makes learners practice a subject rather than mere reading about it which in effect enhances content absorption. Again, multimedia offers a sense of reality which enhances student learning and increase motivation to learn.

Two (2) expressed that the traditional teaching lay more emphasis on content absorption by the learner/student and teachers teach to that effect but ICT encourages the application of the knowledge".

These concord with Angadi, (2014) in Khan and Alwi (2018) who opined that the traditional methodology in teaching has stressed on content and teachers taught the content through lecture method and the activities were designed to enforce the content knowledge but the usage of multimedia resource, present-day curricula promote aptitude and performance of the learners, emphasizing on the application of the information rather than factual knowledge. Osman, Kapi and Ratna, (2018) added up saying, with the usage of multimedia in the classroom, the students can obtain a new learning experience with better understanding of the concepts and perform better in their assessments. Another point made by participants was that, *multimedia application tools for teaching and learning gives the Social Studies teacher the ability to turn abstract concepts into concrete ones to enhance understanding by the learner.* This also agrees with the assertion by Almara'beh et al., (2015) when they numerated the relevance of multimedia resources in terms of teaching, that multimedia application tools for teaching and learning give the teacher the ability to turn abstract concepts into concrete contents,

However, from the lesson observation, the researcher realized that the teachers‟ experiences and believe are not in consonance with their instructional practices (actual teaching), they make use of the conventional or traditional teaching methods still where students voice is silenced, teachers control the learning environment, and students simply obey orders. Again, it was observed that there was

an epistemological gap between students‟ preferred learning approaches and teachers‟ classroom philosophy or pedagogical approach; teachers only talk and give assignments. This is in line with what Boni (2018) wrote and confirmed by Drent and Meeliseen (2020) from their study on classroom observation on teachers believe, attitude and the use of ICT which revealed a discrepancy between teacher‟s perception and actual instructional practices of multimedia usage. Razavi et. al., (2016) also concluded from a study a mismatch between teachers‟ instructional practices, believe, attitude and the use of educational media. This implicates that, there is inconsistency in teachers‟ attitude, believe and integration of multimedia resource in the teaching of Social Studies concepts.

4.1.7 The Head Teacher and the SISO Experiences on the usage of Multimedia Resources

The school manager‟s experience of multimedia integration or usage and the school vision are critical in giving guidelines for interventions that leads to the attainment of goals and vision of the school (Iddrisu, 2020). It is against this background that the views of the head teacher and the SISO‟s experiences of the usage of multimedia resource in the teaching of Social Studies concepts were sort. The researcher interviewed the two officers to elicit their views from the perspective of supervisory role they play in the school settings. *Both believed multimedia technology is supporting education delivery and improving its quality as governments around the globe are encouraging pre-tertiary and tertiary schools to engage with new information technologies irrespective of location.* This idea corroborates with Sarowardy, (2019) study which reveals that people believe that new technologies are supporting education system now and the future because they provide more effective communication and better understanding to users and continued by stating that,

governments around the globe are encouraging schools and universities to engage with new information technologies in both urban and rural areas. *However, according the two supervisory officers, the government encouraging the engagement with new technologies alone cannot guarantee the effective usage unless other variables are tackled.*

There was an aspect of the interview questions that the researcher wanted to see whether the school has a vision and mission statement as well as ICT policy statement to support multimedia usage. It was clear from the varied responses from the participants that,

> *„The schools did not have ICT policies, goals or vision to drive the application of multimedia in the instructional processes, though the school had vision and mission statements, they were not directly connected with the use of technology during instructional processes. This was evident as the head teacher opines that the school has a vision and a set of goals, but has not occurred to them to have specific goals for ICT integration in teaching and learning and that is a fair enough point and is something that the school can learn as a challenge and set a goal for technology integration in various subjects including Social Studies".*

This is in line with Iddrisu, (2020) study that noted the school manager"s perceptions/experience of multimedia integration or usage and the school vision are critical in giving guidelines for interventions that leads to the attainment of goals and vision of the school. In this respect, the school"s ICT policy outlines the short-term, medium-term and long-term goals and expected outputs of the multimedia integration in both administration and instructional processes. The school supervisors and the teachers perceive the usage of multimedia in the school setting to be of immense importance, but certain facilities should put in place to make the use problem free. It also implies that the adoption of multimedia usage will improve quality of our educational system but all effort should be put in place to ensure its usage.

4.2 The Relevance of Multimedia Resource in Teaching Social Studies Concepts

The research question of the relevance of multimedia usage in the classroom sought to find out usefulness of it as compared to the traditional teaching methods and the teachers‟ perception on this was to get the differences in opinion of multimedia usage by the participants. Even though the question was put under subthemes such as *teaching methodology, content absorption by the learner, controlling of information overload as well as construction of knowledge by the learner*; a teacher made a profound statement that is needful to note that:

> *"I must say that it is a very laudable idea to have Multimedia integrated into teaching and learning of not only Social Studies but all subjects in the Junior High Schools" curriculum. The world is now digitized and indeed is a global village. There is the need to catch up with the rest. Our students must be prepared into acquire critical and creative thinking, collaboration, digital literacy and problem-solving to enable them to contribute not only to national development but also to become global citizens capable of measuring up to international standards to become competitive globally. Therefore, integrating multimedia or ICT into teaching and learning is very critical this time than before".*

This assertion by the participant is in line with that of Syahrul (2021) whose study discovered that technology-based learning can bring education in a better and modern direction. It also concurs with Buabeng-Andoh‟s (2012) conclusion in his studies that multimedia resource adoption in teaching and learning is perceived by teachers‟ to be of immense value but teachers are finding it problematic in its adoption. The rest of the participants came out that multimedia usage in education and for that matter in teaching of Social Studies concepts,

> *"it offers a sense of reality (bringing the real situation in the form of pictures to the classroom), lessons become meaningful, realistic in context and function which increase motivation to study and their involvement in the classroom- based activities. It makes the learning fun, attractive and reduces the anxiety associated with some concepts in the curriculum".*

This affirms the study of Onah and Nziwe (2021) that multimedia resource application for educational purposes makes learning fun, and decreases the anxiety and tension towards certain subjects. It is also in corroboration with the reality of lesson offered by multimedia resources, as put by Powell and Murray, (2012) that some ideas cannot be reliably communicated through books and stated that music must be heard and paintings must be seen. Again, the lesson becoming meaningful as stated by participants, it confirms research by Simhachlam, (2015) which concluded that multimedia offers teachers enormous opportunities for making learning and teaching environment meaningful and effective. Boni"s (2018) assertion that with the reality of concepts in the classroom through multimedia resources, it has created high quality learning environments with the capability of creating a more realistic learning context through its different media whose end results is quality education confirms the participants view. The implication here is that, with the advent of multimedia in education, abstract teaching of Social Studies is becoming a thing of the past if teachers will embrace its usage.

4.2.1 Teaching Methodology

Three (3) participants expressed that "*multimedia application in teaching and learning of Social Studies has the potential to reverse the trend where teachers"teach but learning does not take place (learning crisis)*. This implies that their views are in line with World Bank Report, (2018), that the evaluation of the learning indicators of children often exposes the problem of learning crisis. Recent data for instance, according to the report revealed that about 37 million African children will learn so little in school that they will not be much better off than kids who never attend school and for many people, learning is simply not happening in schools. A common opinion of the other two (2) participants in terms of teaching methodology were that,

multimedia changes the traditional teacher-centered to leaner-centered philosophy of teaching making the learner more active in the learning process and in other words there is a transformation of the learning environment. This affirms Guo and Wu, (2019) assertion that under the premise of educational reforms and the change in the teachers‟ teaching ideas, the traditional teaching methods (teacher – centered) are gradually changing to modern method of learner-centered where both the teacher and the learner play active roles in the learning process. Coleman et al., (2016) emphasized that the shifting from teaching to learning creates a student-centered learning where teachers are there as facilitators and not sages on the stages, thus changing the role of the teacher from knowledge transmitter to that of a facilitator, knowledge navigator and a co-learner.

The participants added that through the integration of multimedia resource, a productive lesson delivery is birthed in the classroom by addressing diverse learner needs. This finds support from Agordzo and Lu (2020), that multimedia has reformed the lesson delivery processes. The lessons delivered in this way are more effective and better understood. The influence of multimedia is in its multi-sensory ability which arouses many senses of the learners. What was discerned from a participant view was that,

> "*multimedia use in teaching and learning in Social Studies gives the teacher the ability to turn abstract concepts into concrete contents and added that multimedia use helps the teacher to present large volume of information with a limited time with less effort"*.

This corroborates with Almara'beh et al., (2015) view that multimedia use or application tools for teaching and learning give the teacher the ability to turn abstract concepts into concrete contents, ability to presents large volumes of information within a limited time with less effort, ability to stimulate students' interest in learning and provides teacher with the ability to know students position in learning. This

implicates that, with the use of multimedia in Social Studies instruction, the student becomes active and construct his own knowledge (constructivist) instead of the being instructivist as it is with the conventional teaching methodology.

4.2.2 Content absorption by the learner

The second sub-theme under relevance of multimedia usage in the teaching and learning of Social Studies concept was presented to participants. *Two (2)* participants did indicate that, *the appropriate use of multimedia resource allows for student-centered method of instruction which makes them construct their own knowledge which aids comprehension as the teacher assumes the role of a guide in the learning process*. The rest of the participants (3) came out that, "*with the help of multimedia in the classroom, lesson delivery is made easy and well understood by the students"*. This corroborate the view of Okedeyi, Oginni, Adegorite and Saibu (2015), opined that with multimedia resources, instruction is made easy and well understood by the students. This was in a study carried out to investigate the relevance of multimedia resources in teaching of scientific concept in secondary schools. The import of this is that, with appropriate teaching methodology of multimedia usage, Social Studies concepts are easily absorbed by students.

4.2.3 Controlling of Information Overload

The import if this question was to compare the overloading nature of information by teachers in the process of teaching that is associates with the traditional teaching. Hadi and Zeinab (2012) opined that the virtually limitless opportunities of access to information in an educational context can pose a real danger of information overload if the teachers do not have the skills in filtering information for relevance, or are unable to establish a coherent organizing principle. Both students

and teachers may lack the necessity skills to access, process and use information. A common opinion obtained from all participants was that, *the use of videos and pictures at the side of text reduces too much word use in teaching and this enables the learner to control the reasoning load which in effect increases retention of content*. This was in line with the opinion of Okedeyi, Oginni, Adegorite and Saibu (2015), that the usage of pictures, at the side of texts, reduces the overpowering nature of words and allows the learner to control the reasoning load, which will increase retention. Particularly, photos are located to guide retention because essential features are centered on through placement, layout and coloration. However, the lesson observation by the researcher indicated otherwise. Participants continue to give a lot of teaching notes to students and even copy from reference books and smart phones directly sometimes. This implies that, though multimedia usage reduces the volume of information students receive in a day, teachers do not realize this but keep to the old system of giving notes to students during instructional times.

4.2.4 Construction of Knowledge by the Learner

The teacher construct knowledge for the student when teacher-centered method is used in instruction as the he is seen as the king of the classroom which affects educational outcome (Atubi & Obro, 2020). Participants‟ views were sought on this idea associated with the conventional method of teaching and learning. Three (3) of the participants came out that

> *"with the multimedia usage in the teaching and learning of Social Studies concepts, students become active and constructors of information as the teacher"srole changes from teaching to facilitating and he/she is no more regarded as the king or queen of the classroom".*

This confirms Atubi and Obro, (2020)"s assertion that the active role the learners assumed with multimedia resource usage in the classroom, the teacher is no more the king or queen of the classroom as students are now active procurers, extractors and architects of information. Multimedia applications are used to grab student"s attention and generate interest during learning process. It can improve the student"s attitude toward content and learning. Two participants stated that, *educational technology (multimedia) usage offers a sense of reality which relatively enhance learners learning and increase motivation to study that help them in knowledge construction.* Wang and Hung, (2022) outlined the same or similar issue that multimedia technology offers a sense of reality and functions, which is assumed to relatively enhance students" learning and increase their motivation to study and their involvement in classroom-based activities which in effect aid knowledge construction. The implication is that when students are given the opportunity as the teachers" role changes from teaching from facilitating, knowledge construction becomes very easy as they understand Social Studies concepts.

4.2.5 Head teacher and the SISO Experiences on the Relevance of Multimedia

The researcher had in mind the supervisory roles of the named officers of the school system and sort to know their view on the relevance of multimedia in teaching Social Studies concepts. *The head teacher stated that the use of information and communication technology (ICT) creates a powerful learning environment and it transforms the learning and teaching process in which students deal with knowledge in an active, self-directed and constructive way.* This agrees with what Khan and Alwi (2018) discovered in their study that multimedia is a powerful tool in constructivist of learning where the teachers can layout simulated and tailor – made learning to

students and deal with knowledge in an active way. The head teacher posited further that:

> *"the primary relevance of educational multimedia resources is to enhance learning to improve education quality; hence, the design of these resources needs to support contemporary approaches to learning and teaching where learners are viewed as active constructors of knowledge and teachers are facilitators of that learning process and such a view is antithetical to the conception of learners as passive recipients of knowledge that is dispensed by the teacher".*

This agrees with Shama, (2018) assertion that the past passive view of learning involves situations where material is delivered to students using a lecture-based format, but a more modern view of learning is constructivism (Sharma, 2018) where students build their own version of reality rather than simply absorbing versions presented by their teacher.

The SISO posited that "*replacing the traditional mode of teaching and learning with ICT integrated approach involves the usage of different mode of teaching and learning but with the same instructional goal which is quality and efficiency"*. This agrees with Boni (2018) assertion that ICT integrated approach is replacing the traditional mode of teaching and learning which involves the usage of different mode of teaching and learning but with the same instructional goal. *The SISO added that multimedia has brought a new teaching mode that expands students" horizons and also enriches classroom activities which greatly improves students" interest in learning.* This corroborates with the study of Okedeyi et al., (2015) and Zhang, (2015), that the introduction of multimedia has brought a new teaching mode for the diversity of classroom teaching. It not only broadens students" access to information and expands students" horizons but also enriches classroom activities and greatly improves students" interest in learning. *Both participants perceived that the traditional teaching method which has used for years is now not yielding the needed*

results when compare with modern one. This also concord with a study by Shama, (2018) that the traditional black board method of teaching which persisted for years is now acquiring inferior results when compared with the more modern and revolutionary teaching methods. The implication is that the perception of all participants concerning the relevance of multimedia is positive as its usage is yielding the needed results in education.

4.3 The Challenges to the usage of Multimedia Resources in Teaching Social Studies Concepts

Evidently, access to and the availability of digital infrastructure remains the most significant issue that influence teachers' use of multimedia technology in teaching and learning processes. Selvaganesan and Jayachithra, (2021), wrote that much of our school is still individual-based and traditionally trusted tools of learning are inadequate for preparing students for a network society. The participants were therefore asked to mention challenges and constraints militating against their effective utilization of multimedia in Social Studies instruction. The reason being that to identify and determine ICT obstruction in schools is the first step towards change in ICT use in education. The research question was divided into sub-theme in terms of barriers in resources, knowledge and skills, institution, attitude and beliefs and educational policies pertaining to the use of ICT.

4.3.1 Resources

This item on the interview checklist reads what are the possible barriers to the usage of multimedia resources in teaching Social Studies concepts in terms of resources? In response to this a participant mentioned technology and access to the needed application.

Three (3) participants made mention of limited access to computers and internet, unreliable power supply, support from technical experts and the other three (3) participants stated insufficient time as a resource type challenge as that they were too busy to mark students" homework and examination papers, in addition, they were forced to finish the syllabus assigned by school. Added to the barriers mentioned is incompatible hardware and software".

The views from participants agree with that of Koehler, Mishra and Cain, (2014) who indicated resources barriers to multimedia usage may include technology, access to the needed application and support from technical expert. Participants further stated that *inadequate technological resources which include obsolete and insufficient computers, incompatible hardware and software, leads to little chance for teachers to include ICT into teaching and students into learning*. They added also that *integration of ICT into teaching and learning goes beyond the availability of technology in the schools; it includes making the right hardware and software accessible to teachers and students for use. Insufficient time is also a resource-type challenge in the use of ICT for teaching and learning.* Teachers according to Koehler and his team (2012) need more time to go through web pages and to identify pictures they need for multimedia assignment they give to students.

Again, it is time consuming to prepare power point for lessons, busy marking students" work and where large numbers exist in the classes, more time is spent in marking. They cannot complete the curriculum when use educational technology as it is seen as time consuming. Inadequate technical support as a resource challenge was posited by Koehler et. al. which leads to teachers and student not able to use technological approaches in integrating ICT into teaching and learning. Participants also mentioned limited access to computers as well as internet and it falls in line with Nikolopoulou and Gialamas (2016) research work that concluded absence of internet access as major barrier in the use of Multimedia Resources in education in Africa. In

Ghana, Natia and Al-hassan (2015) surveyed Ghanaian basic schools‟ application of ICT for teaching and learning. The findings show an inadequate number of computers at Primary schools (4%), compared to Junior High Schools (10%). They further cited 110 electricity fluctuations, low technical know-how, and lack of access to the internet as barriers to the effective integration of ICT in instructional processes. These confirm the statement made by the participants. But from the resource audit by the researcher during the lesson observation in the school indicated that every teacher has been supplied with Personal Computer by the government and the school has some computers but not sufficient such that every student will have access to one but a number gather around during ICT lessons. It was also observed by the researcher frequent power cuts during the number of times visited the school and unstable internet connectivity. The implication is that even multimedia resources are inadequate in the school, only few teachers make use of the available resources and even their personal computers are used for different purposes other than teaching.

4.3.2 Knowledge and skills (competences)

This item on the interview guide reads what are the possible barriers to the usage of multimedia resources in teaching Social Studies concepts in terms of teacher competences? The import is that Supriyanto, (2020) in Supriatna, (2021) states that the competence of teachers to develop learning media based on information and communication technology (ICT) is very important for the implementation of effective media learning. But it is unfortunate that in fact teacher competence in utilizing the technology in learning is not sufficient, there are still many teachers who use technology in a simple way and tend to carry out traditional learning due to the numerous challenges they face. It was against this premix that the researcher wanted

to know from participants whether insufficient skills and knowledge of the teacher can impede multimedia technology application. *All participants expressed that:*

> *"The most notable barrier in the usage of multimedia in teaching and learning is lack of training to use the technology as most of them have not attended any ICT training before and they have not been taught how to be a facilitator in a technology-rich classroom; even though some have personal computers. They added that those who have had training, the said training does not equip or give them the needed skills, competence and confidence to guarantee its application in the classroom.*

This affirms what Supriatna, (2021) stated in his research that the competence of teachers to use learning media based on information and communication technology (ICT) is very important for the implementation of effective media learning. Supriatna, mentioned again lack of training to use technology and said some teachers may not have enough skill to incorporate technology tools because they did not attend any ICT training. Also, Pelgrum (2015) termed it as non-material barriers and refer to teachers‟ insufficient ICT knowledge and skills, the difficulty of integrating ICT in instruction. This implicates that, even though multimedia use is becoming the order of the day in education, teachers still do not have the needed competences to guarantee its usage in our schools. By implication, they must be fully prepared to function productively in a technology-oriented society; through development not only fundamental computer skills but also proficiency in using a variety of technology tools in teaching.

4.3.3 Institutional

Institutional challenges can also be associated with the use of ICT by teachers and students (Koehler et al., 2012). A participant mentioned that:

> "The *school as an institution poses a challenge with the use of multimedia resources (ICT) by teachers in the form of time table and the school calendar as well as the time allocated on the time table is*

not flexible and is also a challenge in the use of ICT by teachers and student and that it demotivates them.

This concurs with the study by Koehler et al., (2012), Fox and Henri (2015) and Somekh, (2018) that institutional challenges can impede the use of ICT by teachers and students which include school authorities and school time table or calendar. *The other participants (3) felt the head teacher and her management team did not have knowledge in ICT and its importance as a new dawn in education*. This view again is in line with the study of Fox and Henri (2015) and Somekh, (2018), that institutional challenges can impede the use of ICT by teachers and students which include school authorities that teachers felt their heads in pre-tertiary schools did not have knowledge in technology and its importance to the country's shift to more leaner-centered activities. *The last participant mentioned that there is also lack of support from the authorities of the school when a teacher wants to integrate multimedia technology into his lesson.* This assertion again finds support from Al-Harbi, (2021) which stated that support from school administrators is particularly important in indoctrinating confidence among teachers in their use of multimedia technologies. Omariba, Ayot and Ondigi, (2016) in their study on teachers‟ preparedness for integration of ICT among some selected training colleges in Kenya identified lack of college administrators‟ support as a barrier to effective implementation. This implicates that, the support of the school as an institution in all aspects is a sure way to enhancing multimedia usage in JHS schools in Ghana.

4.3.4 Attitude and beliefs

A teacher‟s beliefs about using technology become a factor in the ability to adopt the new technology into their pedagogy. The educator‟s values, beliefs and level of confidence are factors in the adoption of new technologies and pedagogies. A positive attitude toward using technology was found to be a significant factor in the intention to use educational technology. Positive attitudes have a major influence on the acceptance or rejection of the new technology integration (Ertmer, 2015). Kumutha and Hamidah, (2014), said teachers‟ attitude, which means teachers themselves may refrain from using technology in the classroom as recent evidence suggests most teachers do not like to use computers because of their old ages; they expect younger people to learn and use it, while they believe that older practitioners do not have to use it anymore. A participant mentioned that:

> *"I believe ICT integration is for the younger generation as many current teachers of her age grew up without access to technologies like the personal computer and the internet, but students of today are raised in an environment saturated by computer technology. These "digital natives" can intimidate teachers, especially teachers with little technological experience".*

Sarowardy (2019), said without doubt that the information age promotes new teaching ways, imposing new requirements on the teacher and they are expected to be well-versed in technology in order to achieve the expected outcome, which often proves as a great challenge for the teachers. The "digital natives" can intimidate teachers, especially teachers with little technological experience. If teachers feel they do not have the necessary competencies when using technology, they may feel less in control of the class, use less technology, and be unlikely to explore new possibilities that utilize technology when designing their classes. Kimwise, (2018), stated that teachers‟ ability to use and control the electronic technology, their attitudes towards the electronic technology devices, and their teaching styles, all affect how well they

will accept the technology. Acceptance of the multimedia technologies by academic teachers is affected by their perception, attitudes toward them, the influence of people around them, as well as accessibility to these technologies. Three (3) participants‟ views can be summed up as "*when the Social Studies teacher discerns positively about the worth of multimedia technology in the classroom, he/she uses it, nonetheless those who expect slim advantages from the new technology are likely to limit their usage".* The writings of Alenezi (2012) proposes that "the use of new technology (multimedia technologies) by teachers is explicated principally in relation to their discernments about the worth they acquire from new technologies confirms the participants‟ point made. The implication here is that, the teacher‟s attitude and belief become the significant determining factor in multimedia in multimedia usage in Social Studies instruction.

4.3.5 Educational policies

The availability of School Based ICT policy as empirical studies showed that effective pedagogical use of multimedia resources in instructional processes can be directly connected to a favourable policy environment. (Kiripidis & Prentzas, 2016). Omariba, Ayot and Ondigi, (2016) in their study on teachers‟ preparedness for the integration of ICT mentioned educational policies among the factors that militate against the usage of multimedia resources.

> *Participants stated that, the school-based policy will serve as a motivation to design clear and workable community of practice as a basis for effective, consistent, and regular use of Multimedia Resources in instructional processes. This should be backed by users being made aware of such policy and monitored by authorities of the school.*

This observation from participants concurs with Cambridge Education, (2017) findings which concluded that School Based ICT policy is an effective pedagogical use of multimedia resources (ICT) in instructional processes can be directly connected

to a favourable policy environment. School-based ICT policy introduces the motivation to design a coherent, clear and workable community of practice linked with effective, regular, efficient and consistent use in the instructional processes. Users need to be made aware of the policies, and policies need to be monitored, to ensure that users comply. Omariba, Ayot and Ondigi, (2016) also mentioned lack of ICT policies in their study on teachers" preparedness for the ICT integration in Kenya among some selected training colleges. The implication unless schools as institutions buy into the idea of ICT policy formulation and supports its use, teachers have no option to integrate themselves.

4.4 Strategies to deal with the Challenges teachers face when using Multimedia Resources in Social Studies Concepts

Participants suggested various strategies to overcome the challenges Social Studies teachers faced with the integration of ICT in the form of multimedia resource in the teaching and learning of the subject at the JHS level in Ghana. The following were the Social Studies teachers" views on strategies to overcome the challenges they faced when integrating or using ICT in the form of multimedia resources in their lessons:

> *The government in collaboration with private sector and Parent Associations should invest financial resources to procure and maintain ICT tools (resources) in Junior High Schools and the demonstration schools especially in the country.*
>
> *Head teachers should guide teachers to develop school-based ICT policies to guide the implementation of technology in the teaching and learning towards the desire end product in Social Studies.*
>
> *In-service training workshops should be organized to build the capacity of teachers to effectively incorporate multimedia into their lessons to enhance students learning outcomes.*

All Junior High Schools should be connected to the internet, and equipped with TV sets and White Interactive Boards to support the integration of ICT in Social Studies instruction.

JHSs instructional time tables should be flexible to allow for the integration of ICT in Multimedia form in instructional processes. The number of periods per week for Social Studies lessons should be increased for effective implementation of ICT in instructional processes to foster lifelong learning.

Social Studies teachers should be motivated in every way possible to stimulate them to incorporate technology in their instruction to enhance students learning.

Social Studies curriculum for Junior High Schools and that of teacher training institutions should be revised to make room for the integration of ICT in instruction to enhance teaching and students learning.

Education on transforming teachers" belief and philosophy concerning the integration as educational media usage is largely influenced by their beliefs and philosophy.

In agreement, Cambridge Education, (2017) identify availability of School Based ICT policy as an effective pedagogical use of multimedia resources in instructional processes. School-based ICT policy introduces according to the write up the motivation to design a coherent, clear and workable community of practice linked with effective, regular, efficient and consistent use in the instructional processes. Users need to be made aware of the policies, and policies need to be monitored, to ensure that users comply. Additionally, similar suggestions were given in studies by Tosuntas, Cubulk and Inci (2019) that educational policies of institutions and countries are effective in achieving technology integration. Policies that support teachers in this regard contribute to the achievement of integration. The implication here is that, effective policies concerning ICT integration is a sure way of encouraging its usage.

Again, Miima‟s (2014) findings suggested the need for government and NGOs to supply schools with ICT tools; in-service training on how to integrate ICT in instruction; the need for more time for the integration; capacity building for the older teachers to change their negative perceptions of ICT integration; development of relevant e-content; supply schools with generators and solar panels; and hire more ICT technicians as strategies to improve the integration of ICT in the Social Studies and other subject areas instruction. For teachers to achieve effective use of computers, they must experience a paradigm shift from the teacher centered classroom to the student-centered classroom as educational technologies will have a more central role because they permit active student learning activities in which the teacher serves as facilitator of the learning process (Johnson al et, 2016). Belland (2019) emphasized and states that technology integration or educational technology courses should enable prospective teachers to apply the theoretical knowledge gained in various periods; in other words, quality training is essential. In this context, it implicates that the trainings for the effective use of technology in the classroom for teachers is paramount. This will make professional teachers able to adopt to technological development as it will reflects in their ability to utilize digital media as a learning resource.

Daweh, Agarwal, Oppong, Darko, and Gagakuma, (2016) recommends Training Needs Assessment (TNA) which is a gradual investigation of an issue or innovation using data and views from different sources to be able to design an effective interventions or recommendations on what should be done, as a strategy for encouraging Multimedia use by teachers in the classroom. The aim of TNA is to ensure that the training programmes are well focused and relevant to meet the needs of the trainees. All these are in line with the participants‟ suggestion that pre-service, in-service training and workshops should be organized to build the capacity of

teachers to effectively incorporate ICT into their lessons to enhance students learning outcomes. It also confirms Mamataz, (2017)‟s opinion that in multimedia classrooms, digital contents and teachers‟ training together have improved overall quality of learning by promoting effective and participatory learning and eradicating cramming tendencies from the learners. Teacher motivation to use multimedia resources to enhance the learning and teaching of Social Studies plays a critical role in the integration in the Social Studies classrooms. It has been discovered that teachers displayed less motivation to integrate multimedia resources in teaching and learning when they were not convinced that students will show a desirable outcome in performance during the learning process, (Tosuntas, Cubulk and Inci (2019). Again, according to Iddrisu, (2020), within the school context, the encouragement from the management to incorporate multimedia resources in instructional processes and the motivation to foster networking among teachers in the school plays a critical role in causing positive attitudes towards the adoption of ICT in teaching and learning, but this must start with governments, which bear the primary responsibility to ensure the right to quality education and lifelong learning.

On the issue of education on transforming teachers‟ belief and philosophy as educational media (multimedia) usage largely are influenced by such beliefs and philosophy in teaching of Social Studies concepts by participants confirms the writings of Rugut and Role (2015) and Ertner, Gopalakrishnan and Ross (2017) which states that successful integration of educational media into teaching depends on transforming teachers‟ belief and philosophy concurrently and teachers must be willing to change their role in the classroom and becomes a facilitator and allow students take a proactive role in learning and must exhibit more constructivist teaching practices. Gursoy, (2018) postulates that, multimedia provides a sensory and

real learning experience and offer greater opportunity for learning and the teacher"s attitude can also impact motivation of the learners. So, it is important for teachers to sustain and promote positive attitudes toward the usage of multimedia resources and to reflect this positivity in their classroom. Another suggestion by participants as how barriers to multimedia resource usage can be overcome is that *Social Studies teachers should be motivated in every way possible to stimulate them to incorporate technology in their instruction to enhance students learning.* This is in line with Johnson, Jacovins, Rusell and Soto, (2016) that teacher motivation to use multimedia resources to enhance the learning and teaching of Social Studies plays a critical role in the integration in the Social Studies classrooms. It has been discovered that teachers displayed less motivation to integrate multimedia resources in teaching and learning when they were not convinced that students will show a desirable outcome in performance during the learning process.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents a summary of the major findings of the study in line with the objectives stated in the study. It also includes the conclusion and recommendations based on the discovery of the study to assess the usage of multimedia resources in teaching and learning of Social Studies concepts in Junior High Schools in Ghana.

5.1 Summary of Findings

The study focused on assessing the usage of multimedia resources in the teaching and learning of Social Studies concepts in the Junior High Schools in Ghana in order to determine whether multimedia resources in the form of Information and Communication Technologies are being used in the educational process in the school under study. The summary of the findings has been presented according to the themes in the questionnaires which covered the objectives of the study.

5.2.1 Teachers' experiences on the usage of multimedia resources in teaching of social studies concepts

The first focus of the study was to explore participants; the head of the school, teachers‟ and supervisor‟s experiences of multimedia resource usage as a tool for teaching Social Studies concepts. The findings of the study revealed that the JHS head and the SISO (supervisor) had a positive attitude and perceptions towards multimedia usage in teaching, especially Social Studies concepts. Also, the teachers (participants) had positive experiences of multimedia integration, even though there are challenges associated with its usage. This made them develop unfavorable attitude toward the

usage. They advocated for Social Studies curriculum reforms, in-service training in addition to the ICT policies to allow for the integration of multimedia resources to all content of the subject.

5.2.2 Relevance of using Multimedia Resources in teaching Social Studies concepts

The second objective was to examine the relevance of using multimedia resources in teaching Social Studies concepts. The results from the research discovered that there a number of relevance in using multimedia which include the elimination of the burnout and stress with traditional mode of teaching, elimination of mismatch between what is taught to the student and what the industry need, enhances students‟ participation in the education process, encourages student-centered approach in teaching where both the teacher and the student play active roles in the learning process as opposed to the teacher-centered method, stimulates the memory process of students as they are able to retain information presented to them which leads to better understanding and learning achievements, improves classroom management and transform the learning environment from teacher-centered to learner-centered. Other relevance of multimedia is that with multimedia resources, concept presentation has been easy as it offers a sense of reality which makes lessons meaningful and realistic.

5.2.3 Challenges to the usage of Multimedia Resources in teaching Social Studies concepts

The third study objective aimed to examine the challenges teachers‟ encounter when using Multimedia Resources in teaching Social Studies concepts. The results from the research discovered that Social Studies teachers faced several challenges in using multimedia resources for Social Studies instructions. They include limited

teachers‟ ICT technical and pedagogical knowledge, limited access to computers by teachers and students, lack of teachers access to the internet in and after school, difficulty in accessing information from the internet, insufficient training for teachers, absence of internet connections, unreliable power supply/frequent power outages, poor maintenance of computers, lack of insufficient ICT tools such as computers, projectors, TV sets and DVD players, SMART Boards, and lack of school-based ICT policies.

5.2.4 Strategies to deal with the Challenges Teachers face when using Multimedia Resources in Social Studies Concepts.

The last objective for the study was to suggest the strategies to overcome the challenges Social Studies teachers faced when using multimedia resources in teaching Social Studies concepts. The results from the research revealed the various strategies to overcome the challenges and improve the multimedia application in the teaching and learning process. Among them include: investment in the form of funding to the JHS to run and sustain Multimedia Resource application; in-service training for teachers; supply of schools with computers and laptops; connection of schools with the internet; constructions of more ICT laboratories for JHSs; adoption of gender-inclusive teaching strategies by JHS teachers; motivation of teachers who teach with multimedia resource; supply JHSs with video, Smart boards, and relevant e-content; and the development of school-based ICT policies by JHSs in addition to education on the negative belief and perception on the use of educational technology.

5.3 Conclusions

Based on the research findings, it could be concluded that participants perceived multimedia usage as quality enhancer in educational settings for teaching Social Studies concept but participants feel still more comfortable with traditional teaching methods instead of integration of multimedia resources. Again, participants perceived their incompetence when using technology as they feel less in control of their classes and unlikely to explore new possibilities that utilizes technology when planning their lessons. Furthermore, there is a vast difference between participants‟ instructional practices, belief, attitude and the use of educational media. They learn the theoretical aspect and practice otherwise; and perceived the teacher‟s role in the classroom changes from an instructor to a facilitator which changes the teaching method to student-centered (constructive methodology) which aids content absorption by the learner through learning by doing.

On the relevance of multimedia in Social Studies instructions, abstract teaching associated with Social Studies concepts becomes a thing of the past when integrating multimedia resource because the learner becomes active and constructivist instead of instructivist associated with traditional teaching. This enhances learning and improve education quality. Resource challenge continue to rank high still, militating against the effective utilization of multimedia resource in Social Studies instruction. This comes in the form of limited access to computers, internet, unreliable power supply, time constraints on the part of teachers etc. Teachers still do not have the needed competences to guarantee the usage of multimedia resources in the schools as the trainings receive do not, though multimedia is has become an important component of the educational system.

Strategies to deal with the challenges of multimedia usage, it can be concluded that, the government assuming the sole responsibility in financing education will still impose challenges, rather the need to collaborate with other bodies to procure ICT resources. The encouragement of school-based ICT policy framework to guide the implementation of technology in teaching and learning towards the desire end product in Social Studies and other subjects, not forgetting pre-service and in-service training to build capacity of teachers.

5.3 Recommendations

For the Presbyterian University College of Education Demonstration School to effectively utilize and revolutionize the teaching process, with the goal of facilitating teachers‟ application of multimedia resources in the teaching of Social Studies concepts to improve quality of education and students‟ learning outcomes, the following recommendations were therefore made.

1. As participants perceived their incompetence when using technology as they feel less in control of their classes and unlikely to explore new possibilities that utilizes technology when planning their lessons the MoE through the GES should set up Social Studies training centers in all the district capitals equipped with competent staff to periodically organize in-service training for Social Studies teachers to build their capacity on how to pedagogically incorporate multimedia resources in their instructions to improve students‟ learning outcomes.
2. Again, ICT keeps on revolutionizing, hence the need for planned and continuous programmes and training geared towards the sustainability of teachers‟ technological know-how. It is only when teachers are computer literate and well-resourced that they can integrate ICT into their teaching for

students to partake. There should also be the need for the Ghana Education Service through her ICT directorate to recruit more IT personnel to organize periodic training programmes, assist teachers to integrate ICT into teaching.

3. The government should collaborate with stakeholders of education and other bodies to procure ICT resources such as the supply of schools with computers and laptops; connection of schools with the internet; constructions of more ICT laboratories for the Junior high Schools in Ghana. Furthermore, the government with the stakeholders should adopt consistence maintenance culture of ICT tools in the schools.
4. The Junior High educational system currently does not have any coherent ICT policy structure in place to guide in the effective integration into teaching and learning. Absence of effective framework shows the JHS in Ghana are not equipped to keep up with the ICT revolution that is taking place. However, the GES should take advantage of the technological advancement and ensure that all JHSs in the country develop their school-based ICT Policies. These policies will guide them on how to implement multimedia Resources in their instructional processes to enhance quality education in connection with the Sustainable Development Goal 4.
5. Heads of JHSs in Ghana should set up incentives to reward teachers who incorporate ICT in their instructional processes. Extrinsic motivation like certificates of appreciation, donation of new computers, and sponsorship for conferences can be given to teachers who employ technology in their instruction. These incentives will motivate the teachers to effectively integrate technology in their instructions to improve students‟ learning outcomes.

5.4 Recommendations of Areas for Future Research

The current study focused on assessing the level of usage of multimedia resource in teaching and learning of Social Studies concepts in the Presbyterian University College of Education Demonstration JHS in the Akuapem North Municipality of the Eastern Region of Ghana. Therefore, the study suggests further research in other demonstration JHSs to provide data for comparisons, so as to inform educational managers, policymakers and the University Colleges of Education on sustainable and workable strategies to improve the quality of instruction through the integration of multimedia in learning and teaching process.

1. This research again advocates for research to be carried out in other metropolis, municipals and districts within the Eastern Region of Ghana to provide a full picture of the levels of usage of multimedia resources for teaching Social Studies concepts, to inform educational policy makers on specific measures to design and implement to enhance the application of multimedia in schools to improve students" learning outcomes.
2. This research and the findings were limited to the assessment of usage of multimedia resources in the JHS in teaching Social Studies concepts. The study, therefore, suggests that future researchers who may be interested in this area of study should broaden the study to cover the other subjects within the JHS and SHS curriculum to obtain a holistic picture to inform policy reforms.

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APPENDICES

APPENDIX A

Interview schedule for the Social Studies Teachers

Introduction

This interview guide is designed purposely to gather data for research titled: *Assessing the Usage of Multimedia Resources in Teaching Social Studies Concepts in the Junior High Schools in Ghana*. You have been sampled as a participant. If you agree to take part in the study, you are reminded to be honest with your response. Please be assured that any information offered by you will be handled with greatest privacy and confidentiality. Again, the information will be applied only for research purposes. Thank you in advance for your support.

Respectfully,

Dickson Appiah Koranteng (Student).

Part 1: Teachers' perception on the usage of multimedia resources in teaching of Social Studies concepts

1. What are your perceptions of the usage of Multimedia Resources in teaching and learning of Social Studies concepts at the Junior High Schools in relation to:
   (a) Time used by the teacher
   b) Knowledge and skills of the teacher,
   c) Attitude and beliefs of the teacher
   d) The role of the teacher in the classroom
   e) Teaching methodology f) Content absorption by the student
2. In your view, does the content in Social Studies curriculum require the usage of Multimedia Resources?

3. Is the usage of Multimedia Resources (ICT) in the teaching of Social Studies concept got anything to do with the following:

a) Gender …….

b) Qualification ……

c) Teaching experience ……..

Part 2: The relevance of using multimedia resources in teaching social Studies concepts

4. How relevant is the usage of Multimedia Resources in assessing Social Studies concepts at the Junior High schools in terms of the following:

a) Teaching Methodology: ……

b) Content absorption by learner: ……..

c) Controlling of information overload …….

d) Construction of knowledge ……

Part 3: The barriers to the usage of multimedia resources in teaching Social Studies concepts

5. What are the possible barriers to the usage of multimedia resources in assessing Social Studies concepts in the Junior High Schools such as yours in terms of:

a) Resources

b) Knowledge and skill (competencies) of the teacher

c) Institution/school

d) Attitude and beliefs of the teacher

e) Educational policies

Part 4: Strategies to deal with the challenges teachers face when using multimedia resources in Social Studies concepts

6. Mention 5 strategies can be applied to overcome the challenges faced by teachers to enhance the effective usage of multimedia resources in teaching Social Studies concepts?

Thank you

APPENDIX B

Interview schedule for the supervisors (head teacher, and the School Support Improvement officer (SISO)

Introduction

You are humbly requested to participate in this study on *Assessing the Usage of Multimedia Resources in Teaching Social Studies Concepts in the Junior High Schools in Ghana.* This interview will take about an hour or more of your valuable time and will be conducted at your convenience. There are no anticipated risks associated with participation in this study. The researcher will adopt necessary steps to ensure your anonymity and identity is protected. Your participation in this study is absolutely voluntary and you are at liberty to withdraw at any time you feel like doing so. The results of the study will be made known to you once the study is completed. For any further enquiries, please call the researcher on 0244788980/0249341507.

Thank you in advance for your cooperation.

Respectfully,

Dickson Appiah Koranteng (Student).

A:

i. What are your perceptions of the usage of Multimedia Resources in teaching and learning of Social Studies concepts in the junior High Schools?
ii. Has the school got a vision and mission statements?
iii. Is there also a vision or ICT policy statement for the use of Multimedia resources?
iv. How relevant is the usage of Multimedia Resources in assessing Social Studies concepts at the Junior High schools?

v. How are Social Studies teachers supported technologically and pedagogically to effectively prepare them towards the integration of multimedia Resources in their instructions?

vi. What plans for technical support services and infrastructure are in place to support Social Studies teachers to effectively integrate/use Multimedia Resource in their lessons?

vii. What are the possible barriers to the usage of multimedia resources in assessing Social Studies concepts in the Junior High Schools?

viii. What strategies can be applied to overcome the challenges faced by teachers to enhance the effective usage of multimedia resources in teaching Social Studies concepts?

APPENDIX C

Letter to PCE Demonstration JHS

The University of Education, Winneba

Faculty of Social Sciences Education; Department of Social Studies Education

Master of Philosophy (M.Phil.) in Social Studies.

The Head teacher,
PCE Demonstration JHS
Letter of Permission for Lesson Observation
Re: Social Studies Teachers

I would like to request you please grant me permission to observe Social Studies lessons. I am a student of the above-named University and an M. Phil student of the department of Social Studies Education; undertaking a research study on *Assessing the Usage of Multimedia Resources in Teaching Social Studies Concepts in the Junior High Schools in Ghana.* Lesson observation is one of the ways of gathering information for data collection, hence the request. I would like to state that there are no anticipated risks associated with lesson observation in this study and all effort would be made to ensure the anonymity and identity of the school is protected. Each lesson observation would be close to 35 minutes duration.

Thanks.

Sincerely,

Dickson Appiah Koranteng (Student).

APPENDIX D

Lesson Observation and Resource Audit Guide

A: Teacher Information

1. Name of teacher: ……
2. Sex: ……
3. Class: ……

B: Checklist for Schools Digital Infrastructure/Resources

S/N	Availability of Multimedia (ICT) Resources	Yes	No	Comments
1	The school has a computer laboratory to enhance integration of Multimedia			
2	The school has enough computers to support the integration of multimedia in Social Studies learning			
3	The main location of computers and other ICT tools are accessible to Social Studies teachers and students			
4	School has ICT Policy to guide the implementation of multimedia in teaching and learning			
5	The school has electricity to power the ICT resources			
6	School has a stand by generator for power back-up			
7	All classrooms in the school are connected to power to support usage of MR in teaching and learning of Social Studies			
8	School has TV set and DVD player to support video lessons			
9	The school has other telecommunication facilities including reliable internet			

C: Lesson Delivery

1. Does the teacher use Multimedia Resource in the teaching of the Social Studies concepts? ……...
2. What method of teaching does the teacher employs? ……
3. Is the above method different from what Multimedia Resource required? ……..
4. Reasons for/not using Multimedia Resource …….

5. What are the advantages and disadvantages of the method being use by the teacher? ……...……

6. Other things observed ……