

IMPACT OF GOOGLE MEET DIGITAL RESOURCE IN REVITALISING SOCIAL STUDIES TEACHERS' CLASSROOM INSTRUCTIONAL DELIVERIES IN UPPER BASIC EDUCATION SCHOOLS IN ONITSHA, ANAMBRA STATE

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Abstract

This study investigated the impact of google meet digital resource in revitalising Social Studies teachers' classroom instructional deliveries in upper basic education schools in Onitsha, Anambra State. Descriptive survey research design was adopted in the study. Three research questions guided the study. The population of the study comprised the entire 64 Social Studies teachers in public upper basic education schools in Onitsha education zone, Anambra State. A 21 item structured questionnaire instrument titled "Teachers' Use of Google Meet Digital Resource Questionnaire (TUGMDIRQ)" was used for data collection in the study. Cronbach alpha statistic reliability test tool was used for testing the reliability of the questionnaire instrument which was found to have the overall reliability coefficient of 0.86, deeming the instrument suitable to be used for data collection in the study. Two Social Studies experts and one Measurement and Evaluation expert validated the questionnaire instrument. Five research assistants were used to disseminate the questionnaire instrument to the respondents. The collated data were analysed using mean and standard deviation. The findings of the study revealed among other things that Social Studies teachers in public upper basic education schools in Onitsha, Anambra State only to a low extent (LE) use google meet digital resource in classroom instructional deliveries in schools; and that unstable power supply in schools, teachers' computer incompetency, poor funding, shortage of computer digital gadgets in schools, etc mitigate Social Studies teachers' use of google meet digital resource in classroom instructional deliveries in schools. Based on the findings, the study concluded amongst other things that Social Studies teachers need to undergo in-service trainings on the use of google meet digital resource for effective teaching in schools. The study further recommended amongst others for regular conduct of conferences, workshops and seminars on the use of instructional digital resources for Social Studies teachers in schools; and also for adequate provision of fund and instructional gadgets in schools to help optimize Social Studies teachers' effective use of google meet digital resource in classroom instructional deliveries in upper basic education schools.

Keywords: Digital resource, google meet, revitalising, social studies, upper basic education schools

Introduction

The world in this contemporary era is technologically advancing. This technological advancement necessitates the pertinence of teachers' effective adoption of digital resources during instructional deliveries in schools. In this thrust, use of google meet digital resource in Social Studies classroom instructional deliveries in upper basic education schools is quite indispensable and inescapable. Social Studies teachers in Nigerian upper basic education schools need to adequately adopt google meet digital resource in their classroom instructional deliveries. This is due to its relevancies, potency and vitality in optimizing learners' clear understanding and learning of Social Studies thematic contents in schools. Hence, UNESCO (2024) averred that use of digital resources in teaching and learning is pertinent in active engagement and connection of students to

real life experiences for societal development. It also strengthens the relevance of education in diverse fields of study (Ivagher, Okpe & Asen, 2019). There is ardent need for Social Studies teachers to adequately apply google meet digital resource in their teaching activities to enable learners be in tandem with the changes and challenges of our time and near future both internally, externally and internationally.

Digital resources are those electronic resources that are used for information dissemination. They are electronic tools or online gadgets through which people get and share information. Ogunbodede and Oribhabor (2022) perceived digital resources as information resources that can be accessed through the internet-connected devices which include electronic journals, e-books, online databases, locally loaded databases, websites, CD-ROM, e-text, e-news, e-images and e-music. These digital resources in the field of education are used by teachers to teach and explain stipulated contents in the classrooms which enable them to make their classroom teachings more interactive, dynamic, engaging, active and entertaining (Adeshina, 2023). That is why Adeshina (2023) further described digital resources as various educational materials, tools and contents that are available in digital format which are accessed through electronic devices like computers, tablets and smart phones as well as websites that offer educational contents, interactive lessons, quizzes and other learning materials such as khan Academy, courser and edx (including google meet digital resource).

Google meet digital resource is an online instructional resource that enables educators to have online tutorials with their students. It is a digital resource through which teachers encounter online face to face interaction and instructional deliveries with their students. Alturki and Aldraiweesh (2022) defined google meet as an online face to face conference platform where educators and students interact directly. Martinez-Mones, Reffay, Torio & Cristobal (2017) maintained that google meet is an internet-based service provider by google as an e-learning system. It is a google platform that encourages teachers to share information and have online discussions and interactions on lesson contents and materials with their students despite their distant locations at the moment.

Adoption of google meet digital resource in diverse fields of learning is sine qua non. This is due to its potency in giving teachers and students ample opportunities to easily interact, share, teach and learn contents together despite their distant environments at the teaching-learning period. Application of google meet digital resource in Social Studies classroom instructions in upper basic education schools is quite pertinent as it would enable Social Studies teachers to easily share, interact, discuss and teach their students the stipulated Social Studies thematic contents for the students' optimal understanding and learning of the contents in schools. Ome, Okeke, Bassey, Ibongudo, Anyadioha and Nwabugu (2021) penned that (google meet) e-resource eases accessibility, flexibility, real time delivery of contents and largely remote access mostly in this 21st century. It also eases and fastens Social Studies teachers sharing of their lesson materials to their students; hence reducing teachers' stress and high cost of sending contents' information and materials to the students via their emails. Additionally, it aids Social Studies teachers' evaluation or assessment of the students on the content taught; as teachers can easily post and assign tasks for evaluation of the students on the content taught and easily upload their scores/grades for immediate feedback on the students' performances (Eduwem, Ekim, Tommy & Nduesoh, 2023). Concisely, google meet saves time, instructional cost and energy for Social Studies teachers. Inoue and Pengnate (2018) agreeably quipped that google meet minimizes costs incurred due to use of affordable stationary and other materials and also reduces time and energy usage during instructions.

Google meet more so enhances efficient collaboration between Social Studies teachers and students as well as between the students themselves. It paves way for the students to gain different knowledge and experiences through online interaction and information sharing (Borges & Mello-Carpes, 2015). Social Studies students through google meet classroom give feedback to their friends by posting directly to the flow of information or discussion by their teachers. This however propels students' effective understanding and learning of (Social Studies) contents in schools (Eduwem, Ekim, Tommy & Nduesoh, 2023). (Social Studies) students through teachers' adoption of google meet teaching resource also improve on their computer usage abilities and skillfulness and as well master actively and independently the subject contents taught while collaborating with others (Rochmah & Majid, 2018; Lo, Cho, Law, Chiu & Allard, 2017).

However, despite the potentiality of google meet digital resource in Social Studies instructional deliveries in schools, most Social Studies teachers in upper basic education schools in Nigeria especially in Onitsha, Anambra State seem not to adopt it in their instructional deliveries in schools. Research study by Onyeausi (2022) on Social Studies teachers' adoption of google docs app in instructional deliveries in schools revealed teachers' non-use of google apps instructional devices in schools. Ome (2024) in his research study on in-service training needs of government teachers in schools revealed also teachers' lapses in the use of computer/online teaching apps in secondary schools. Research study by Onyeausi, Mezieobi and Chukwu (2014) revealed Social Studies teachers' utter neglect of computer teaching apps in schools. This as Chukwu and Mezieobi (2019) buttressed deters students' effective learning of Social Studies contents that are majorly designed to expose and engage Social Studies students to real life experiences and expectations that would make them face and be in tandem with the internal, external and international changes and challenges of the contemporary era. There is therefore urgent need for Social Studies teachers to effectively integrate google meet digital resource in their instructional deliveries for students' optimal learning in upper basic education schools especially in Onitsha, Anambra State.

Statement of the Problem

Google meet digital resource despite its potentiality in optimizing teaching and learning in schools, seem not to be effectively adopted during classroom instructions by most Social Studies teachers in upper basic education schools especially in Onitsha, Anambra State. Research studies revealed that many Social Studies teachers in upper basic education schools rely solely on the use of conventional teaching resources while teaching in schools. This drastically hinders students' effective understanding and mastery of Social Studies contents in schools; as it reduces the students to computer illiterates; making them incapable of adapting to the changes, needs and challenges of the recent world technological advancement. There is serious need for Social Studies teachers to effectively adopt google meet digital resource in their instructional deliveries in schools to enable learners acquire the knowledge and computer skills for meeting with the needs, changes and challenges of the contemporary world technological advancement. The problem of this study therefore is "What are the challenges and ways forward for Social Studies teachers' effective use of google meet digital resource in classroom instructional deliveries in upper basic education schools in Onitsha, Anambra State?"

Purpose of the Study

The main purpose of this study was to investigate the impact of google meet digital resource in enhancing Social Studies teachers' classroom instructional deliveries in upper basic education schools. This study specifically sought to ascertain the

1. extent to which Social Studies teachers use google meet digital resource during classroom instructions in upper basic education schools;
2. challenges mitigating Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools;
3. possible ways for optimizing Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools.

Research Questions

The following research questions were posed for the study:

1. To what extent do Social Studies teachers use google meet digital resource during classroom instructions in upper basic education schools?
2. What are the challenges mitigating Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools?
3. What are the possible ways for optimizing Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools?

Methods

This study adopted descriptive survey research design. Descriptive survey research design was deemed suitable for this study because it would enable the researchers to elicit information from the respondents on the extent teachers' use google meet resource for teaching and learning in schools as well as on the challenges and ways forward for optimizing Social Studies teachers' effective use of google meet digital resource in classroom instructional deliveries in upper basic education schools. The study was carried out in all the 31 public upper basic education schools in Onitsha education zone, Anambra State. The population of the study comprised the entire 64 Social Studies teachers in upper basic education schools in Onitsha education zone, Anambra State. No sample was made as the entire population which was manageable was used for the study.

A-21 item structured questionnaire instrument titled "Teachers' Use of Google Meet Digital Resource Questionnaire (TUGMDIRQ)" was used for data collection. The questionnaire instrument was structured into two sections which were sections A and B. Section A comprised the personal data of the respondent while section B consisted of the 21 items that clustered around the three research questions. The instrument was rated based on the likert-type 4-points rating scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with rating scores of 4, 3, 2 and 1 regarding to research questions 3 and 4; and also on the criterion range of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE) with rating scores of 5, 4, 3, 2 and 1 respectively regarding to research question 1.

The questionnaire instrument was face validated by one Measurement and Evaluation expert from the Department of Science Education and two Social Studies experts from the Department of Social Science Education, all from Faculty of Education, University of Nigeria, Nsukka. Their corrections and suggestions were integrated into the final draft of the questionnaire instrument. Twenty (20) copies of the questionnaire instrument were trial-tested on Social Studies teachers in public upper basic education schools in Ogbaru education zone, Anambra State to generate data for determining the reliability of the instrument. Cronbach Alpha statistic was used in determining the internal consistency of the items. The instrument was found to have the overall reliability coefficient of 0.89. The researcher used the services of five research assistants to administer the questionnaire instruments to the respondents. All the sixty four administered questionnaire instruments were retrieved and used for data analysis.

The collated data were analysed using mean and standard deviation. To guide the decision taking on research question 1, the criterion range of 0.05-1.04 for VLE, 1.05-2.04 for LE, 2.05-3.04 for ME, 3.05-4.04 for HE and 4.05-5.00 for VHE were used while 2.50 mean bench mark was used for decision taking on research questions 3 and 4. Mean scores at 2.50 and above were accepted while mean scores below 2.50 Mean bench mark were rejected.

Results

Research Question 1: To what extent do Social Studies teachers use google meet digital resource during classroom instructions in upper basic education schools?

Table 1: Mean ratings of Social Studies teachers on the extent they use google meet digital resource during classroom instructions in upper basic education schools.

S/N	ITEM STATEMENT	SOCIAL STUDIES TEACHERS			DECISION
		N	$\bar{x}$	SD	
1	Extent to which I use google meet to interact with my students	64	1.31	0.47	LE
2	Extent to which I use google meet to teach Social Studies contents to my students.	64	1.17	0.38	LE
3	Extent to which I use google meet to share Social Studies materials to my students.	64	1.13	0.33	LE
4	Extent to which I use google meet to evaluate my students.	64	1.05	0.21	LE
5	Extent to which I allow my students to use google meet to source and share information on lesson contents amongst them.	64	1.08	0.27	LE
Grand Mean		64	1.19	0.39	LE

The findings on Table 1 revealed that Social Studies teachers in public upper basic education schools only to a low extent (LE) use google meet digital resource during their classroom instructions. Since the grand mean criterion range of 1.19 fell within the criterion range of 1.05 to 2.04 for low extent (LE), it showed that Social Studies teachers in upper basic education schools in Onitsha education zone only to a low extent, use google meet to interact with their students, teach Social Studies contents to students, share Social Studies contents' materials to their students, evaluate their students and also allow their students to source and share lesson contents and materials amongst themselves.

Research Question 2: What are the challenges mitigating Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools?

Table 2: Mean ratings of Social Studies teachers on the challenges mitigating their effective use of google meet digital resource during classroom instructions in upper basic education schools.

S/N	ITEM STATEMENT	SOCIAL STUDIES TEACHERS			DECISION
		N	$\bar{x}$	SD	
6	Shortage of computer gadgets in schools.	64	3.61	0.49	Agree
7	Teachers' incompetency in computer usage.	64	3.72	0.45	Agree
8	Unstable power supply in schools.	64	3.88	0.33	Agree
9	Poor internet connectivity in schools.	64	3.70	0.46	Agree

10	Teachers' poor computer management culture in schools.	64	3.38	0.49	Agree
11	Insufficient funding of schools	64	3.89	0.32	Agree
12	Dearth of well established computer digital library in Nigerian schools.	64	3.73	0.45	Agree
13	Tight schedule of classroom teaching time tables.	64	3.70	0.46	Agree
Grand Mean		64	3.63	0.49	Agree

Results on Table 2 depicted that Social Studies teachers agreed with all the statements in items 6 to 13. Since the grand Mean score of 3.63 with the standard deviation of 0.49 respectively is greater than mean bench mark of 2.50, it depicted that all the statements in items 6 to 13 are the challenges mitigating Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools.

Research Question 3: What are the possible ways for optimizing Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools?

Table 3: Mean ratings of Social Studies teachers on the possible ways for optimizing Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools.

S/N	ITEM STATEMENT	SOCIAL TEACHERS			STUDIES DECISION
		N	$\bar{x}$	SD	
14	Governments and school authorities should provide enough computer gadgets in schools.	64	3.77	0.43	Agree
15	Governments and school authorities should regularly conduct conferences, workshops and seminars for teachers on computer usage in schools.	64	3.83	0.38	Agree
16	School authorities should ensure frequent power supply for e-resource usage in schools.	64	3.78	0.42	Agree
17	School authorities should also ensure strong internet connectivity in schools.	64	3.69	0.47	Agree
18	Governments should provide schools with adequate funds for effective procurement and maintenance of computer gadgets in schools.	64	3.88	0.39	Agree
19	School time tables should be rescheduled to accommodate teachers' use of computer digital resources in schools.	64	3.86	0.35	Agree
20	Proper maintenance culture should be ensured by teachers and school authorities for safety of the available e-resources in schools.	64	3.81	0.39	Agree
21	Governments should establish well furnished computer digital libraries in schools.	64	3.94	0.24	Agree
Grand Mean		64	3.38	0.52	Agree

Data on Table 3 showed that Social Studies teachers agreed with all the statements in items 14 to 21. Since the grand Mean score of 3.38 with the standard deviation of 0.52 respectively is greater than 2.50 mean bench mark, it depicted that all the statements in items 14 to 21 are the possible ways for optimizing Social Studies teachers' effective use

of google meet digital resource during classroom instructions in upper basic education schools.

Discussion of Findings

The findings of the study revealed that Social Studies teachers in upper basic education schools only to a low extent (LE) use google meet digital resource during instructional deliveries in schools. They to a low extent use google meet to teach, discuss and share lesson contents and materials to students in schools. They also to a low extent use google meet to evaluate students' performances in schools. This finding aligns with the research findings of Onyeausi (2022) that Social Studies teachers to a low extent apply google online applications in teaching and learning in schools. Ome (2024) also revealed that teachers do not effectively adopt computer digital resources in their teaching activities in schools. This consequently deters students' effective learning of Social Studies contents in schools. It also impedes students' adequate literacy in computer usage hindering their competitiveness with their counter parts in the recent world rapid technological advancement. There is ardent need for Social Studies teachers especially those in upper basic education schools in Onitsha, Anambra State to frequently and effectively apply google meet digital resource in their classroom instructions in schools. This will enhance the students' academic performances with higher cognitive retention (Adekunle, 2023), awaken students' interests (Akpan, 2019) and also heighten students' attentions to teachers' teaching activities thereby optimizing learning in the students in schools (Onyeausi & Mezieobi, 2021).

The study further found out that factors such as shortage of computer facilities in schools, teachers' computer illiteracy, unstable power supply in schools, lack of fund, amongst others mitigate Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools especially in Onitsha, Anambra State. This finding corroborates with the assertion of Ossai, Eze, Chineke and Uwakwe (2020) who pointed unavailability of computer gadgets as one of the challenges hindering teachers' use of online teaching resources in schools. Yusuf, Igwe and Ene (2020) averred that irregular power supply and limited access to internet negatively affect teachers' use of computer gadgets in schools. Nzewi as cited in Ukpai, Ishiwu and Boh (2022) maintained that many teachers lack skills for computer usage while many schools do not have the funds to afford computer facilities for use in schools. Ogbonna and Igbokwe (2022) and Jegede, Ebio and Iroegbu (2019) lamented that Nigerian schools are strived with the problems of untrained computer teaching personnel, dearth of computer facilities and laboratories, infrequent power supply and internet connectivity. Ede (2019) supportively maintained that technological integration in Nigerian education system is minimal and encumbered with numerous challenges. Ehezue as cited in Ebochuo and Ike (2024) noted that teachers face serious problem of insufficient computer/infrastructural facilities in schools. These challenges however need to be seriously mitigated to enhance Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools.

Finally, the findings of the study depicted that training of Social Studies teachers on ICT usage through seminars, workshops and conferences, frequent supply of electricity in schools, adequate procurement of ICT facilities in schools, amongst others are the possible ways for optimizing Social Studies teachers' effective use of google meet digital resource in schools. This finding aligns with the suggestions of Ukpai, Ishiwu and Boh (2022) that school authorities and the governments should provide ICT in-service trainings to teachers; and also ensure frequent supply of power, computer facilities, funds and internet connections in schools. The finding is also in consonance with the

recommendations of Eze, Uwakwe and Ikeogu (2022) and Onyeanusi (2024) that governments and school authorities should regularly conduct conferences, seminars and workshops for teachers in schools and effectively disburse monies to schools for procurement of ICT facilities in schools. Osiesi (2020) supporting this quipped that training and development of teachers via conferences, workshops and seminars provide opportunities for continuous upgrading of teachers' competency, effectiveness and efficiency skills and knowledge. However, when Social Studies teachers in upper basic education schools in Onitsha are regularly trained on ICT usage in schools through seminars, workshops and conferences; and ICT facilities fully procured in schools with stable power supply available, Social Studies teachers will adequately acquire the knowledge of computer applications' usage that will prompt their effective use of google meet digital resource in their classroom instructional deliveries thereby optimizing students' learning and academic performances in schools. More so, students will acquire computer skillfulness and literacy for meeting the needs, changes and the challenges of the contemporary world technological drive.

Conclusion

Based on the findings of this study, the study concluded that Social Studies teachers in upper basic education schools only to a low extent adopt google meet digital resource in their instructional deliveries in schools. The study also concluded that factors such as poor funding, irregular conduct of conferences, seminars and workshops, dearth of ICT facilities in schools, amongst others mitigate Social Studies teachers' effective use of google meet digital resource during classroom instructions in upper basic education schools.

Recommendations

For Social Studies teachers to effectively use google meet digital resource while teaching in upper basic education schools, the following recommendations are made:

1. Governments and school authorities should regularly conduct seminars, conferences and workshops on ICT usage for teachers in school.
2. Governments should adequately fund schools for procurement of enough ICT facilities in schools.
3. Governments and school authorities should establish well furnished ICT libraries in schools.
4. School authorities should ensure strong internet connectivity for ICT usage in schools.
5. Deans of Study should reschedule school time tables to accommodate teachers' use of ICT teaching apps in schools.
6. School authorities should also liaise with electricity supply agents for stable power supply in schools.

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