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Nigerian Social Studies Pre-service Teachers' Attitudes and Readiness for Digital Technologies in Teaching and Learning

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Abstract
This study investigated pre-service teachers' attitudes and readiness to use digital technologies in Social Studies classroom. A total of three hundred (300) Social Studies students from six colleges of education in Southwest, Nigeria were administered with a questionnaire. Data collected were analysis with descriptive statistic-frequency, percentage, mean and standard deviation. The quantitative data were complimented with 12 focus group discussions. The study revealed that while majority of pre-service Social Studies teachers reported limited access to digital technology in the colleges, they still display a relatively high access through personal efforts such as purchase and use of modems, android phones etc. The study also revealed that the pre-service Social Studies teachers had positive attitude toward digital technology and high level of readiness to integrate it into the teaching. It was concluded that digital technology has become an unavoidable intervention for effective teaching and preparation of pre-service teachers for effective and more productive professional performance.
Keywords: Digital technology, Attitude, Readiness, Pre-service teachers, Social Studies.

1. Background

More than ever before in the human history has the call and discourse for the integration of technologies into the teaching-learning process in the education system become so prominent and sustaining.

Social Studies as a school subject is offered as a core subject at the Basic Education level of the Nigerian education system. It is a discipline that is expected to emphasise the positive development of knowledge, acquisition of positive values and attitudes as well as necessary skills in the learners when it is effectively taught.

All over the world today, technology is around everything we do. With technology, the Social Studies teacher has a chance of allowing his/her students to explore and experience the world in a virtual way. A critical look at the current practices in most Nigerian Social Studies classrooms, particularly at the Basic Education level, would present a picture of one that is characterised by teachers who desire technology as a new tool to be explored and bent to provide instruction in a way in their classes, but have challenges, particularly with their students' comparative higher level of advancement in technology. We might be tempted to attribute the source of this critical issue to teacher preparation and/or the teachers themselves.

Across the world, in sub-Saharan Africa and other developing countries, many studies have been conducted in the different areas of digital technologies. Some on integration of technology, the knowledge and attitude of pre-service teachers towards digital technologies (Teo, 2008a Teo, 2008b; Bakr, 2011; Yusuf & Balogun, 2011) others on readiness of pre-service teachers to use technology (Alazzam, Bakar, Hamzah & Asimiran (2012) while others focused on the socio-economic determinants of use of digital technologies (Al Bataineh, 2015) and challenges facing integration and use of digital technologies by teachers. Few of these studies are reviewed here to give this study the necessary empirical foundation.

Lee (1997) found that a great number of pre-service teachers are not equipped with basic computer operational skills; therefore, for teachers to be able to integrate ICT into the school curriculum, groundwork must be done at the pre-service teacher education level. Teacher educators need to understand the dimensions of pre-service teacher attitude as a means of developing teacher education curriculum relevant for the contemporary knowledge age.

Bakr (2011) in Egypt examined the attitudes of Egyptian teachers toward computers. The findings showed that Egyptian public school teachers' attitudes toward computers and computer use were positive. Also, the results showed no significant differences in terms of gender and teaching experience regarding the use of technology. In Virginia, Lu and Overbaugh (2009) conducted a study on teachers' perceptions of the barriers to integrating technology within their classroom. The study showed that teachers had a good and variety of technology in their classroom. However, teachers in rural areas were limited more than urban schools. No significant difference for technology usage between elementary and high schools was found. Nevertheless, rural schools had a more difficult time getting up-to-date equipment and support. Ching, Hung, and Lee (2008), examined the relationship between pre-service teachers' beliefs about their instruction and uses of technology. The correlation analysis revealed that constructivist teaching was significantly correlated with constructivist use

and traditional use, while traditional teaching was correlated negatively with constructivist use. Moreover, a weak and negative association was shown between traditional teaching and traditional use. The results showed that constructivist teaching and traditional teaching were negatively correlated. Multiple regressions showed that constructivist use and age significantly predicted traditional use, and constructivist teaching and age significantly predicted constructivist use.

Alazzam, Bakar, Hamzah & Asimiran (2012) examined ICT readiness and the effects of demographic characteristics, educational background, and support factors on the ICT readiness of 329 technical and vocational teachers in Malaysia. The findings in this study indicated that the teachers' ICT knowledge was above average, the teachers' ICT skills were at a moderate level, and their attitudes toward ICT were positive. There was a significant effect of gender on teachers' ICT readiness in terms of ICT knowledge, ICT skills, and attitudes. No significant effect of teachers' educational background and support factors on teachers' overall ICT readiness was discovered.

Al Bataineh's (2015) study examined the perception of Jordanian seventh to twelfth-grade Social Studies teachers of the competency needed for technology implementation in their classrooms. A significant interaction was found between age and gender of Social Studies teachers and their perceptions of competency needed to implement technology. Female teachers who were thirty or younger and who were thirty-one to thirty-nine scored the highest mean of perceptions of competency toward implementing technology in Social Studies classrooms, higher than all male teachers, while male and female teachers who were forty or older scored the same lowest mean (49.5) of perceptions of competency. Female teachers with the least teaching experience had high perceptions of competency for implementing technology in Social Studies classrooms, while female teachers with the most teaching experience had lower perceptions of competency than male teachers.

In Tanzania, Mwalongo (2011) investigated teachers' perceptions about the use of ICT tools for teaching, administration, professional development and personal use through an online survey of seventy-four teachers. The study reported that teachers' frequency of use of ICT was influenced by access, while their competence of use was as a result of training. It also revealed that teachers used ICT in a wide range for teaching, administration, professional development and personal use. However, it was found that teachers did not use ICT to radically change their pedagogical practices, but rather to sustain their traditional practices.

Yusuf (2005) reported that Nigerian secondary schools teachers are not competent in basic computer operations and use of the generic software. If teachers are expected to integrate ICT into the school curriculum, preparations must be made at the pre-service teacher education level. Teacher preparation programmed should focus on the need for student-teachers to have ICT skills for their own use, in the preparation of materials for teaching and learning activities.

Yusuf & Balogun's (2011) study used 382 student-teachers from the faculty of education, university of Ilorin examined their competence and attitude towards information and communication technology and found that majority of the student-teachers have positive attitude towards the use of ICT, and are equally competent in the use of few basic ICT tools. The study also reported no significant difference between male and female student-teachers' attitudes to and use of ICT.

Garba and Alademerin's (2014) study examined the readiness of Nigerian Colleges of Education toward breeding Social Studies teachers with ICT literacy and competence. Using a document-based qualitative approach, the study indicated that, Colleges of Education in Nigeria are not readily prepared for effective technology integration; and much is still needed in terms of infrastructure and manpower development.

Amosun, Falade, and Falade (2015) investigated the Information Communication Technology's (ICT's) knowledge and attitude of pre-service Social Studies teachers in South-western, Nigeria. The study revealed that pre-service Social Studies teachers in South-west, Nigeria were poor in knowledge of ICT concepts. 95.7% of the pre-service Social Studies teachers scored below average in ICT knowledge test. The study also revealed that the pre-service Social Studies teachers had positive attitude to ICT issues.

The education environment across the world is evolving with transformation, in terms of learning content, tool and methods with technology driven digitalisation, and the Social Studies cannot therefore be left behind. Hence, there is need to provide relevant research findings to facilitate the creation of intervention programme that would help empower the Social Studies pre-service teachers and the students they will be handling, post-graduation, to embrace tomorrow's opportunities today. This is with the hope that they can both be in better position to be active players in interactive teaching-learning environment.

2. Research Questions

1. What is the level of awareness/knowledge of digital technologies among pre-service Social Studies teachers' in Colleges of Education in the South West geo-political zone?
2. Do pre-service Social Studies teachers in Colleges of Education in the South West geo-political have access to digital technologies?
3. What is the attitude of colleges of education pre-service Social Studies teachers towards the use of digital

technologies in the classroom?
4. What is the level of readiness to use digital technologies in the classroom by colleges of education pre-service Social Studies teachers?

3. Methodology

The study employed mixed methods (quantitative and qualitative approach) in obtaining data (Teddlie & Tashakkori, 2009; Meallem, Yeakov & Cwikel, 2010; Aural, 2013). Quantitative data were obtained through questionnaires that used the Likert scale while qualitative data were gathered through focus group discussion with some volunteers. A total of twelve focus group discussions were conducted with two FGDs from each college of education.

The research instrument comprised of a five-part questionnaire, which are: Part A, elicits demographic date of respondents'. Part B focused on awareness/knowledge of digital technologies. Part C deals with attitude or disposition to the use of digital technologies in the classroom. Part D was on access to digital technologies as pre-service Social Studies teachers Part E was on level of readiness to use digital technologies in the class post-graduation. The same instrument was adapted for focus group discussion with some of the respondents who volunteered to be part of the discussion as a way of confirming patterns of responses to be provided in the survey. A total of three hundred Social Studies pre-service teachers participated in the study. Fifty (50) final year Social Studies pre-service teachers were drawn from each of the Colleges of Education randomly selected from each of the six South-West States-Lagos, Oyo, Osun, Ogun, Ondo and Ekiti, using simple, cluster and stratified random sampling techniques respectively. There were 49.4% female and 50.5% male.

4. Data analysis

The data collected were subjected to descriptive statistical analysis using appropriate non-parametric statistical tools such frequencies and means. For ease of data entry, nominal values were assigned to the items according to scales. The awareness, attitudes and readiness statements were scored considering the negative or positive wording of the items. For every positively worded questionnaire, the respondents progressed from 5 through 4, 3, 2 and 1 for "Strongly Agree" (SD), "Agree" (A), "Undecided" (UD), "Disagree" (D) and "Strongly Disagree" (SD) respectively. To statistically determine the level of knowledge, triple partitions for knowledge (low, moderate and high) and behaviour index (negative, neutral and positive) were used. To determine the partitioning value of items, the maximum of each of the nominal values was divided by N. Thus, the upper limit of knowledge, attitude and readiness were put at 3.00.

For purposes of data interpretation, mean values of 2.50 and above were deemed to indicate 'important' and values below 2.50 were regarded as implying 'not important'. Mean values of 3.00 and above were considered for agreement items; mean values below 3.00 were taken to mean disagreement and non-acceptance with respect to items on the attitudes and practices of the respondents. A standard deviation greater than 1.00 was taken to indicate high variability among respondents.

5. Results and Discussion

Using the mean scores as bases for interpretation, it was found that ten of the twelve awareness/knowledge items have mean scores above the value 3.00, which is the upper limit to determine the level of awareness of respondents towards digital technologies. The overall mean score of 41.55, SD = 8.39 suggests high awareness/knowledge of digital technologies by the pre-service Social Studies teachers.

As is reported in Table 1, the Internet was the digital technology which most of the respondents were most aware of. Pre-service Social Studies teachers also reported aware of MP3 Player, email and stimulation and game. Those technologies that were less known by the pre-service teachers were video conferencing equipment and Podcast.

Table 1: Awareness/Knowledge of Digital Technologies

	Statements	1	2	3	4	5	Mean	SD
1	Computer	30 (10.4)	28 (9.8)	69 (24.0)	89 (31.0)	71 (24.7)	3.49	1.26
2	Word processing	29 (10.1)	64 (22.3)	83 (28.9)	68 (23.7)	43 (15.0)	3.11	1.20
3	Internet	14 (4.9)	11 (3.8)	34 (11.8)	62 (21.6)	166 (57.8)	4.23	1.34
4	Stimulation and game	24 (8.7)	52 (18.1)	19 (6.6)	96 (33.4)	95 (33.1)	3.63	1.34
5	Presentation software	45 (16.0)	48 (16.7)	72 (25.1)	98 (34.1)	23 (8.0)	3.01	1.21
6	Digital camera	17 (5.7)	45 (15.7)	85 (29.6)	64 (22.3)	76 (26.5)	3.47	1.21
7	Podcast	84 (29.3)	47 (16.4)	80 (27.9)	42 (14.6)	34 (11.8)	2.63	1.40
8	Mobile phone	13 (4.5)	34 (11.8)	18 (6.3)	23 (8.0)	199 (69.3)	4.26	1.25
9	MP3 Player	28 (9.8)	31 (10.8)	28 (9.8)	45 (15.7)	155 (54.0)	3.93	1.40
10	Video conferencing equipment	41 (14.3)	64 (22.3)	91 (31.7)	50 (17.4)	41 (14.3)	2.94	1.25
11	Overhead projectors	37 (12.9)	42 (14.6)	86 (30.0)	88 (30.7)	34 (11.8)	3.13	1.19
12	Email	27 (9.4)	54 (18.8)	24 (8.4)	51 (17.8)	131 (45.6)	3.69	1.45

To further illuminate the quantitative response of the students concerning awareness and knowledge of digital technologies. The students were asked which digital devices do they use in the daily activities and to describe he kinds of technology that are available in their institution for teaching and learning. Across all the institutions, many of the students possess various types of mobile phones which they mostly use for calling and receiving, sending text messages and chatting. Few used such device for Internet surfing for articles or books for their courses. Majority of the participants don't have access to computers in their home or on campus which affected their ability to use computer and internet.

Here are some of the extracts of their remarks:

"*We don't have computer in our home, we cannot afford it. So I use my phone to do any research I want to do, as well as to watch video and listen to music*". Respondent 1

"It is mostly at the ICT centre that you have computer and Internet facilities and are not sufficient. In the library and classroom, there is no computer, no projector and no technology". Respondent 2

"Our phones are our source of access to internet."

"*Some learners have access to digital media devices in their homes, so they can use the same devices in a classroom if made available; they already have the knowledge to search online instead of going for hard copies in the library. But majority of us don't have access to computers at home. We visit the cybercafé occasionally*"

This finding is consistent with the results of Rosnaini and Mohd Arif, Moganashwari and Parilah, Singh and Chan (2014) majority of teachers were knowledgeable on ICT. However, it is inconsistent with Amosun, et al (2015) study that revealed that pre-service Social Studies teachers were poor in the knowledge of ICT concepts.

From Table 2 majority (84.2%) of the students don't know if there are internet facilities on the campus. It then suggests that majority of the institutions have no internet facilities. Almost half indicated never use technology, 35.2% occasionally use it while only 15.7% claimed to use it often. More than half (59.5%) of the students said they access internet every day, 19.2% once in a week while 21.3% access internet once in two weeks. On where they access internet facilities, more one-third (38.3%) use personal mordem, 26.1% from cybercafé, 25.1% from ICT library and 10.4% from the library. This is further illustrated in Figure 1 with bar charts.digital technologies

Table 2: Access to Digital Technologies

	Yes	**No**	**Don't know**	
Do you have internet facilities on your campus?	8 (2.8)	36 (12.5)	242 (84.3)	
	Never	Occasionally	Often	
If Yes, Please indicate how often you use technology in the classroom?	141 (49.1)	101 (35.2)	45 (15.7)	
	Everyday	Once in a week	Once in two week	
How often do you access internet?	171 (59.5)	55 (19.2)	61 (21.3)	
	Library	ICT Library	Cybercafe	Personal Modem
Where do you access the facilities?	30 (10.4)	72 (25.1)	75 (26.1)	110 (38.3)
	Heavy usage	Moderate usage	Light usage	
How will you consider your usage of internet?	36 (12.5)	166 (57.8)	85 (29.6)	
	Poor	Good	Very good	Excellent
How will you rate students' access to digital technology in your institution?	84 (29.1)	100 (34.8)	49 (17.1)	54 (19.0)
How will you rate lecturers' access to digital technology in your institution?	63 (23.0)	125 (43.6)	48 (16.7)	51 (17.4)
How will you rate lecturers' use of digital technology in their lecture?	112 (39.0)	103 (35.9)	45 (15.7)	27 (9.4)

When asked "How will you consider your usage of internet?" only 12.5% indicated heavy usage", 30% interested, only slightly above average 57.8% indicated moderate usage while 29.6% indicated light usage. On "How will they rate students' access to digital technology in their institution, the responses ranged from 19% being "excellent"; 17.1% "very good" 34.8% "good" and 29.1% "poor. Their response was not too different when asked "How will you rate lecturers' access to digital technology in your institution" 17.4% of the students rated them as "excellent", 16.7% "very good", 43.6 "good" and 23% "poor". With respect to the question "how will you rate lecturers' use of digital technology in their lectures, 9.4% said excellence, 15.7% "very good", 35.9% good and 39% "poor".

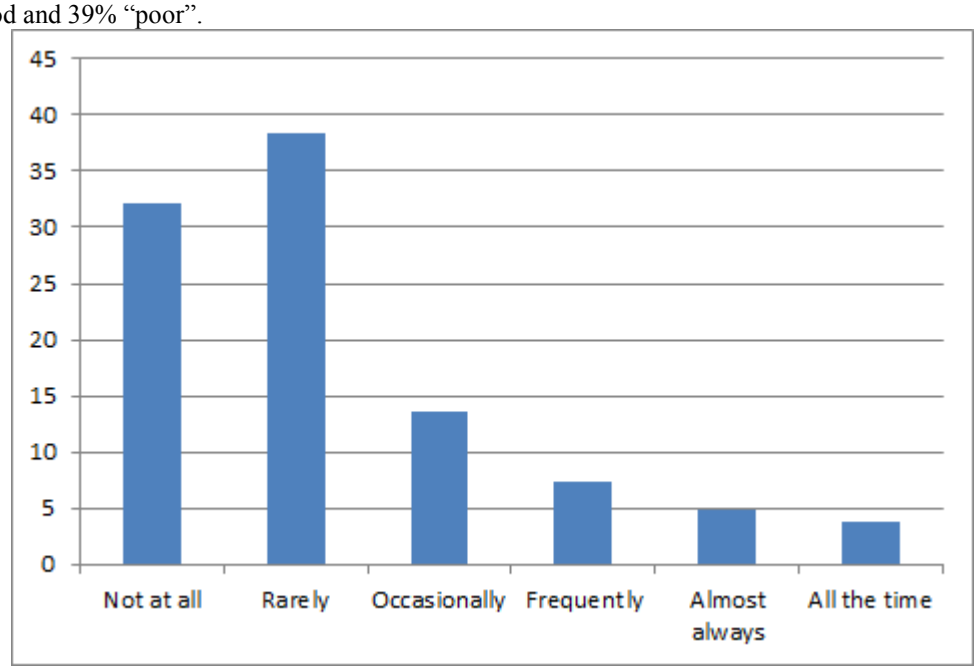

Figure 1: Respondents Access to Digital Technologies

Participants were asked to reflect upon their attitudes towards digital technologies by indicating the extent to which they agree or disagree with fifteen statements. The 5-point scale included the options "strongly agree", "agree", "don't know", "disagree" and "strongly disagree". It was found that the participants showed a positive attitude toward digital technologies. Participants' mean scores for each statement ranged from M= 2.00

to 3.34. In addition, their mean score for overall attitude was 43.95, which represents a high level for positive attitudes towards digital technologies According to the mean scores in Table 3, only nine of the statements were with mean score of from 3.09 to 3.34.

This result is corroborating the findings of Amosun et al (2015), which revealed that the pre-service Social Studies teachers had positive attitude to ICT issues. It is also in line with the finding of Samuel and Zaitun (2007) that reported that participants in their have a positive attitude towards ICT.

Table 3: Attitudes towards digital technologies in Social Studies classroom

	Statements	SD	D	NS	A	SA	Mean	SD
1	Using digital technologies would make classroom experience interesting	56 (19.5)	52 (18.1)	15 (5.2)	75 (26.1)	89 (31.0)	3.30	1.56
2	Use of digital technologies in Social Studies is a waste of time	127 (44.3)	91 (31.7)	26 (9.1)	28 (9.8)	15 (5.2)	2.00	1.18
3	Digital technologies help to make teacher to much more productive	49 (17.1)	70 (24.4)	31 (10.8)	79 (29.5)	58 (20.2)	3.09	1.41
4	Overhead projectors are easy to operate	51 (17.7)	82 (28.6)	79 (27.5)	54 (18.8)	21 (7.3)	2.68	1.20
5	Videos are difficult to use in the Social Studies classroom	114 (39.7)	84 (29.3)	33 (11.5)	39 (13.6)	17 (5.9)	2.16	1.25
6	The Internet are convenient ways to access information	47 (16.4)	63 (22.0)	28 (9.8)	51 (17.8)	98 (34.1)	3.27	1.57
7	Animated graphics increase students' knowledge and retention	45 (15.6)	76 (26.5)	32 (11.1)	67 (23.3)	67 (23.3)	3.11	1.43
8	It is important that I incorporate electronic information technologies in the courses of teacher education program.	42 (14.6)	48 (16.7)	63 (22.0)	96 (33.4)	38 (13.2)	3.12	1.28
9	It is important that pre-service teachers are aware and access to digital technology	55 (19.2)	88 (30.7)	21 (7.3)	75 (26.1)	48 (16.7)	2.89	1.42
10	The use of digital technologies in Social Studies should be integrated into the curriculum at all level of education	39 (13.6)	59 (20.6)	44 (15.3)	97 (33.8)	48 (16.7)	3.19	1.31
11	Lecturers use technology effectively in the classroom.	57 (20.0)	107 (37.3)	34 (11.8)	67 (23.3)	22 (7.7)	2.61	1.26
12	Availability of digital technologies access makes the learning process easier	55 (19.2)	80 (27.9)	37 (12.9)	55 (19.2)	60 (20.9)	2.94	1.45
13	It is beneficial to have 'digital technologies set up in every college of education	51 (17.8)	67 (23.3)	28 (9.8)	66 (23.0)	75 (26.1)	3.16	1.48
14	The use of digital technologies broadens my knowledge of world affairs	59 (20.6)	81 (28.2)	14 (4.9)	67 (23.3)	66 (23.0)	3.00	1.50
15	Digital technologies will develop students' critical skills and creative ability	26 (9.1)	72 (25.1)	44 (15.3)	64 (22.3)	81 (28.2)	3.34	1.38

On their attitudes towards digital usage in teaching and learning, these are some of the remarks that were expressed by the various respondents across the Colleges of Education during the FGDs. For example, a participant at the FGD session had this to say:

"*I like to work with technologies. There is no doubt that application of digital technologies to teaching and learning of Social Studies, but you need to know how to have access to it but putting it to use. We need computer to be made available for students. It will be a good thing if government can make provision for it in schools."*

This statement and similar ones suggest that pre-service teachers are positively disposed to digital technologies.

To demonstrate this further, excerpts from participant statements from the FGDs are given:

One participant worried that students

"could possibly rely too heavily on technology, that everyday tasks may seem unimaginable without the *technology* that they have become adapted to."

Another participant believed that "technology should be used as a helpful tool but not something that people depend on."

"Learners will become addicted to the use of technology thereby abandoning their culture and there will be poor relationship among people since their attention will just be on the digital media tools"

"It is going to be a great place to be. A classroom or lecture theatre with digital technologies to helps teacher educators and prospective teachers like us." Respondent 3

"As much as one appreciates the government's efforts for introducing the digital technologies into the human activities in the country. I'm not satisfied with the manner of collecting the waste. There are no computer labs with internet facility in schools and, if they do have computer labs, internet will be missing. There is no overhead projector in every classroom." Respondent 4

"It is great way to get students involved in things that they generally would not be interested in. It can make your teaching easier. Technology use is great when it works, but if we should not rely on it too much. It breeds laziness if one relies too heavily on technology, people will not be able to do anything without the technology. Ordinary simple calculation that should be done of hand will now be done with calculator." Respondent 5

"Relying on technology to learn and access new information can take away from learning through socialization"

"It is amazing how much our computers and other technology can do for us, it has become hard to imagine life without a computer and Internet, or cell phone. With technology being such a huge part of our lives, it is imperative to use it in the classroom." Respondent 6.

The overall mean score and standard deviation results of the readiness items (Mean = 36.64, SD=7.95) which suggests that pre-service Social Studies teachers' readiness levels to use digital technologies in their teaching was high. It was found that all the mean scores of the statements were above 3.00 set limit. The results revealed that the highest score of readiness is 4.00 while the least is 3.42 as shown in Table 4.

Table 4: Readiness to use digital technologies

	Statements	**SD**	**D**	**NS**	**A**	**SA**	**Mean**	**SD**
1	I am interested in using digital technologies in my Social Studies classroom	32 (11.1)	19 (6.6)	32 (11.1)	94 (32.8)	110 (38.3)	3.47	1.57
2	I will like to learn more about digital technologies	28 (9.8)	32 (11.1)	13 (4.5)	118 (41.1)	96 (33.4)	3.76	1.30
3	I will like to use digital technologies to teach	9 (3.1)	34 (11.8)	19 (6.6)	109 (38.0)	116 (40.4)	4.00	1.12
4	I would be willing to participate in activities to promote the use of digital technologies in Social Studies classroom	21 (7.3)	33 (11.5)	37 (2.9)	100 (34.8)	96 (33.4)	3.75	1.24
5	I will encourage other students to use digital technologies	24 (8.4)	24 (8.4)	30 (10.5)	119 (41.5)	90 (31.4)	3.78	1.22
6	I would be willing to make changes to my lifestyle choices in order to promote the use of digital technologies in Social Studies.	20 (7.0)	21 (7.3)	39 (13.6)	106 (36.9)	101 (35.2)	3.84	1.22
7	I would you be willing to pay for training in the use of digital technologies	10 (3.4)	47 (16.4)	46 (16.0)	112 (39.0)	72 (25.1)	3.65	1.13
8	Low usage of digital technologies by Nigerians can affect my readiness to them in class	15 (5.2)	46 (16.4)	73 (25.4)	100 (34.8)	52 (18.1)	3.42	1.15
9	Teachers in Nigeria classrooms do not seem ready for digital technologies. Hence, it can affect my readiness for their use	27 (9.7)	34 (11.8)	61 (21.3)	98 (34.1)	66 (23.0)	3.48	1.25
10	Getting ready to use digital technologies in my classroom should not be a big deal	39 (13.6)	41 (14.3)	26 (9.1)	108 (37.6)	73 (25.4)	3.45	1.37

The frequencies and percentages presented in Table 4 revealed that seventy-one percent of the participants reported that they are interested in using digital technologies in their Social Studies classrooms. Seventy-six percent of the respondents will like to learn more about digital technologies. Majority (77.4%) will like to use digital technologies to teach. Most of the participants (68.3%) would be willing to participate in activities to promote the use of digital technologies in Social Studies classroom. Seventy-two percent (72%) will want to encourage other students to use digital technologies and 72.1% would be willing to make changes to their lifestyle choices in order to promote the use of digital technologies in Social Studies. More than two-third (64.1) would be willing to pay for training in the use of digital technologies. A little above half (53%) reported that low usage of digital technologies by Nigerians can affect their readiness to them in class

The several comments of the students during the FGDs sessions revealed that all the students were interested, willing and ready to integrate digital technology in their teaching. Here are some extract of comments from the respondents to illustrate this further:

"*I love the change and trying something new. I think there will be an amazing experience if we can have some of these digital technologies to use in our classroom. It will be exciting, think of the possibilities that are coming out ... the things that we will be able to do.*"

"Wao, nice, cannot wait to learn more about digital media and how to apply it in teaching to promote learning. I think it will make teaching profession also attractive. It will help students when they travel outside the country for further studies because they will suit the environment; hence all schools in the country must be provided with tools to integrate digital media in their classrooms"

"*The world is changing, so everyone needs to change with it too; everything is being digitalized therefore as teachers or teacher-trainees we must be trained effectively on how to integrate digital media in our teaching"*

"*A student explained, "I am still not entirely comfortable with technology, so while I plan on incorporating technology use in my class, I don't think I will be using a lot of technology without someone there to teach me how to use it."*

"It will go a long way to improve the interest and commitment to work which will in turn bring about general improvement in the education system"

Majority of the students in all the institution were of the opinion that lecturers' should be given intensive computer technology training both locally and internationally. Again, seminar on the use of modern technology should be organized for them often.

6. Conclusion and Implications

Technology has increasingly become an important part of education in the past few decades, but it is still often considered innovative to incorporate into schools. Teachers have been the main focus during the process of incorporating technology. The researcher conducted this study to better understand teachers and the factors that encourage or impede teachers from integrating technology into the classroom activities.

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