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AIMS, SCOPE AND FREQUENCY

The Kashere Journal of Education (KJE) is a biannual Journal that publishes in June and December of every year by the Faculty of Education, Federal University of Kashere in Gombe State, Nigeria. The Journal seeks to provide a unique and worldwide forum for communication between researchers, experts and policy makers in exchanging research findings, views, concerns and as well as innovative ideas in the form of original papers. The scope of the Journal is broad and international and covers a range of research areas in Education. The primary purpose of the Journal is to publish original research articles and reviews.

PRESENTATION AND LANGUAGE

The Journal publishes high quality original articles which could be Research Articles or Reviews. All research articles are to be arranged in the following order: title, authors names and affiliation, abstract, key words (5-6), introduction, methodology, results, discussions or results and discussions, conclusion, recommendations, acknowledgments and references.

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PERCEPTION OF HISTORY TEACHERS ON THE USE OF ICT FACILITIES FOR TEACHING HISTORY IN SECONDARY SCHOOLS IN ILORIN, NIGERIA

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Abstract
The study examined the perception of History teachers on the use of Information and communication Technology facilities for teaching History in secondary schools in Ilorin Metropolis which comprised Ilorin East, Ilorin South and Ilorin West of Kwara State, Nigeria. The population of this study covered all three hundred and forty-five (345) History teachers in public and private senior secondary schools. Simple random sampling technique was adopted to select thirty (30) public and twenty (20) private secondary schools while two (2) History teachers were randomly selected from each of the selected senior secondary schools to make a total number of one hundred (100) History teachers as sample for the study. A researcher's designed questionnaire tagged "Teachers Perception on the Use of ICT Facilities Questionnaire (TPUICTFQ) was used as an instrument to collect data. In order to validate the research instrument, the draft was presented to two lecturers in the Department of Arts Education, and two experts in the field of Test and Measurement, Faculty of Education, University of Ilorin for vetting. All the corrections made were effected, then, the final questionnaire was drafted. The reliability of the instrument was established using test re-test method which yielded a correlation coefficient of 0.61. Percentage and mode were used to answer the research question, inferential statistic of independent t-test and analysis of variance (ANOVA) were also used to test the hypotheses at 0.05 level of significance. The findings revealed that the use of ICT facilities have positive effects on the teaching and learning of History subject in secondary schools because it eases teachers' instructional presentations, enhances teachers' psychomotor domain in handling ICT facilities for teaching History as well as retain students' knowledge of historical issues and events effectively. It was therefore recommended among others that History teachers should integrate ICT facilities for teaching so as to equip students with necessary skills and knowledge that will not only enable students optimize learning in a fast changing world but would also foster active and autonomous lifelong learners.
Keywords: History, ICT, Uses, Teachers' Perceptions

Introduction

History is the study of past events, particularly in human affairs. The whole series of past events are connected to a particular person or thing. History is one of the subjects that are offered by senior secondary school students in Nigeria. It is basically concerned with the memory of human experience. The main purpose of integrating history into secondary school curriculum is premised on fostering students' understanding of a broad range of phenomenon that occurred in the past in order to form a well-informed identity in a dynamic and complex world (Osokoya, 2017). Given the centrality and complexity of information that students may have to assimilate and comprehend in the history classroom, it therefore goes without saying that ICTs facilities are sine qua non if any meaningful teaching and learning is to take place. That is, in the modern era of rapid technological development and globalization, history can contribute to the sustainable development of nations with adequate and appropriate utilization of ICTs such as video tapes, computer, social media, radio, interactive whiteboards and web 2.0 technologies (Adesote & Fatoki, 2013). These technologies would make the abstract nature of concepts in the history curriculum more concrete and interesting for learners. Thus, the study of history has gone beyond story telling of the classical period because the indisputable achievement of History as a subject with the appropriate use of ICTs in teaching and learning of History instruction helps in making

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learning solid and makes History a living discipline (Ajayi, 2015).

The word "Information and Communication Technology (ICT)" is a compound term made up of three key terms. These are: Information, Communication and Technology. Information implies data that are processed, analyzed, interpreted and made meaningful to the sender and receiver of a message. However, communication is a process of transferring or transporting information from an encoder who is the source and origin to the decoder who receives and accepts the information. Technology implies the techniques, systems, channels or forum that are often employed to ease control over nature, to survive challenges and changes in the environment, so that a civilized life of higher standard of living could be achieved (Adegbija, et al., 2013). ICT encompasses all equipment and tools (inclusive of traditional technologies of radio, video, and television to the newer technologies of computers, hardware, firm-ware, etc.), as well as the methods, practices, processes, procedures, concepts, and principles that come into play in the conduct of the information and communication activities (FME, 2011).

Babalobi (2010) is of the opinion that ICT is the processing and maintenance of information and the use of all forms of computer, communication, network and mobile technologies to mediate information. Communication technologies include all media employed in transmitting audio, video, data or multimedia such as cable, satellite, fibre optics, wireless (radio, infra-red, Bluetooth, and Wifi). ICT is a collective platform of digital and electronic technologies, for ease of communication and electronic interaction between humans and information systems which creates a powerful learning (Oladosu, 2013). According to Ibe-Bassey (2011), ICT is regarded as a critical tool for preparing and educating students with the required skills for the global work place. From the foregoing, it can be deduced that ICT covers a wide spectrum of technological devices which include traditional hardware and software such as radio, television, motion picture, projector, camcorders and emerging hardware and software like computers, netbooks, mobile phones services, e-book readers, personal digital assistances, interactive white board, e-mail and video conferencing.

Generally, there is a consensus among scholars that the use of ICTs in education by teachers is based on four main purposes: (1) to develop material to prepare their classroom teaching (e.g. classroom presentations); (2) doing administrative work (e.g. compiling students' data, typing assessment tasks and feedback etc.); (3) to facilitate students' learning in a classroom; (4) teacher directed use of ICT to complete the assigned tasks (Zhao & Frank, 2003). In a similar vein, ICTs have the potential to accelerate, enrich and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers as well as strengthening teaching and helping schools change (Davis & Tearle, 2010). In like manner, there is no question that ICTs could be marshaled to facilitate the teaching and learning of several subjects in any school curriculum. For instance, the field of education has been affected by a plethora of ICT which have undoubtedly engendered significant changes in the teaching-learning process. Thus, the pervasiveness of technological developments occasioned by increased affordability, usability; accessibility and portability have placed a wide array of technological devices at the disposal of secondary school teachers and students in the teaching-learning process. In recent times, the excess of extant and emerging technological facilities has been broadly classified under the umbrella term of ICT (Suleiman, et al., 2013). However, having ICT in schools does not guarantee their effective use regardless of the availability and adequacy of technology placed in classrooms, the key to how those tools are used depends on teachers' dispositions which are determined by teachers' skills and competence in ICT facilities utilization. Given the cardinal role of teachers in the implementation of the History curriculum in Nigerian secondary school system, it may be argued that the success or failure of utilization of ICTs in the teaching and learning of history depends, to a very large extent on what teachers do or fail to do (Tella *et al.*, 2011). In the light

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of this, therefore, the way teachers perceive the use of ICT facilities may go a long way in facilitating the way these forms of technologies are harnessed by teachers in the pedagogic process. Perception as implied in this context is related to an interaction between the particular sensory systems possessed by teachers and the individual's beliefs and expectations about the use of ICTs in the teaching and learning of History. Substantiating the foregoing with empirical evidence, Tella *et al.*, (2011) examined Nigeria secondary school teachers' uses of ICTs and its implications for further development of ICTs use in Nigerian secondary school and found that teachers perceived ICT facilities to be very useful in the teaching-learning process. Also, Suleiman, et al., (2013) stated that ICT helps teachers in the sequential arrangement of subject contents for effective teaching and motivate students' to learning dynamically in the class. On the submission of Kiptalam and Rodrigues (2011), the use of ICT among male teachers is higher than female teachers and that male teachers were rather found to be interested in the utilization of ICT facilities for teaching and research work than their female counterparts in secondary schools. Furthermore, Olatokun (2007) concurred that there is a disparity in the use of ICT facilities between male and female teachers and that the factors which affect the use or non-use of ICTs by men may actually differ from those that affect women, therefore, it is significant to study gender differences in ICT utilization.

On the other hand, Yapici and Hevedanli (2012) emphasized that there was no discrepancy on the use of ICT facilities for teaching in public and private secondary schools because most teachers in public and private senior secondary schools have familiarized themselves with adequate use of ICTs. Similarly, students in private schools liked their teachers to use ICT in their teaching because they found it useful and believed that it helped them to learn whatever the teacher was teaching. Hence, there are more ICT facilities/equipment in most of the private secondary schools than public schools which enable both teachers and students to learn effectively (Igwe, 2015). Meanwhile, it is believed that qualification is a special skill, type of experience or knowledge that makes someone suitable to do a particular job or activity. Teachers' profession relates to competences in instruction, management of students and materials in the classroom but someone might have a teaching certificate without adequate knowledge of the subject matter. According to Hamilton-Ekeke (2013), effective teachers cannot be reliably identified based on the qualifications, where they were schooled, whether they registered or how long they have been teaching but they can be best identified through their performance.

Nevertheless, the process of integrating ICTs into the secondary school curriculum is still at its nascent stage in Nigeria in comparison to what is obtainable in developed countries. Therefore, it is pertinent for educationists to gain an insight into how History teachers perceive the use of ICTs in the teaching and learning of History. This study is set out to look into the perception of History teachers on the use of ICT facilities for teaching History in secondary schools in Ilorin, Nigeria.

Statement of the Problem

Given the diverse potentials related to integration of ICT facilities in teaching-learning process, it being observed that having ICT facilities in schools does not guarantee their effective utilization. Baek, et al., (2008) observed that the number of teachers using ICT facilities for teaching history in school are few due to a number of factors such as lack of access to ICT facilities, erratic power supply and teachers' inadequate skills to handle ICT facilities. Thus, understanding how those tools are used in classrooms depends on teachers' dispositions which are determined by teachers' skills and competence in ICT facilities. All these have been perceived to prevail among secondary school teachers in Ilorin and these may affect their perceptions on the use of ICT facilities for teaching history. Hence, the need arises to examine the perception of history teachers on the use of ICT facilities for teaching history in secondary schools in Ilorin Metropolis, Nigeria.

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Purpose of the Study

The purpose of this study was to investigate the perception of history teachers on the use of ICT facilities for teaching history in secondary schools in Ilorin Metropolis. Specifically, this study seeks to:

1. Investigate the perception of history teachers on the use of ICT facilities for teaching history in secondary schools in Ilorin Metropolis.
2. Determine the differences in the perception of history teachers based on gender.
3. Determine the differences in the teacher's perception based on school type.
4. Investigate the teacher's perception based on teaching experience.
5. Investigate the teacher's perception based on qualifications.

Research Question

The following research question was raised to guide the conduct of this study.

1. What are the perceptions of History teachers on the use of ICT facilities for teaching History in secondary schools in Ilorin Metropolis?

Research Hypotheses

The following hypotheses were postulated and tested in this study.

H_{01}: There is no significant difference in the perception of History teachers on the use of ICT facilities for teaching history in Ilorin Metropolis secondary schools based on gender.

H_{02}: There is no significant difference in the perception of History teachers on the use of ICT facilities for teaching history in Ilorin Metropolis secondary schools based on school type.

H_{03}: There is no significant difference in the perception of History teachers on the use of ICT facilities for teaching history in Ilorin Metropolis secondary schools based on teaching experience.

H_{04}: There is no significant difference in the perception of History teachers on the use of ICT facilities for teaching history in Ilorin Metropolis secondary schools based on educational qualification.

Methodology

This study adopted a descriptive survey type. The population of the study covered all three hundred and forty-five (345) History teachers in public and private senior secondary schools in Ilorin Metropolis which comprised Ilorin East, Ilorin South and Ilorin West, Kwara State. Simple random sampling technique was used to select thirty (30) public and twenty (20) private schools while two (2) History teachers were selected from each of the selected senior secondary schools to make a total number of one hundred (100) History teachers as sample for the study. A researcher's designed questionnaire tagged "Teachers Perception on the Use of Information and communication Technology Facilities Questionnaire (TPUICTFQ) was used to collect the data. The instrument was divided into two sections, A and B. Section A requested the respondents to indicate their gender, school type, qualification and year of teaching experience. Section B contained 20 items structured in a four-point rating scale such as Strongly-agree (SA), Agree (A), Strongly-disagree (SD) and Disagree (D). In order to validate the research instrument, the draft was presented to two lecturers in the Department of Arts Education, and two experts in the field of Test and Measurement, Faculty of Education, University of Ilorin for vetting. All the corrections made were effected, then, the final questionnaire was drafted. To ascertain the reliability of the instrument, test re-test method was used which yielded a correlation coefficient of 0.61. Thus, percentage was used to answer the research question while inferential statistic of independent t-test and analysis of variance (ANOVA) were used to test the research hypotheses at 0.05 level of significance.

Results

Out of 100 (100%) history teachers that were sampled, 41% of the respondents were male teachers while 59% of the respondents were female teachers. Also, 66% of the respondents were from the public schools and 34% were from the private schools. More so, 33% of the respondents were NCE holders; 52% were BSc/BSc(Ed) holders and 15% were M.Sc. /M.Ed. holders. In addition, 62% of the

respondents were within 0 – 10 years of teaching experience; 32% were within 11-20 years of teaching experience while 6% were within 21 years and above of teaching experience.

Research Question

In order to determine the perceptions of teachers on the use of ICT facilities for teaching History in secondary schools in Ilorin Metropolis, percentage and mode of the respondents were used. The result is presented in Table 1.

Research Question: What are the perceptions of History teachers on the use of ICT facilities for teaching History in secondary schools in Ilorin Metropolis?

Table 1: Perceptions of Teachers on the Use of ICT Facilities for Teaching History in Secondary School in Ilorin Metropolis

S/N	Items	Agree	Disagree
1.	ICT facilitates teacher's presentation of instruction	70 (70%)	30 (30%)
2.	ICT arouses students' interest to learning	78 (78%)	22 (22%)
3.	It helps students retain knowledge of historical issues and events	78 (78%)	22 (22%)
4.	It assists in the sequential arrangement of historical contents for effective teaching to take place	73 (73%)	27 (27%)
5.	It enables teachers to present historical materials in such a way that would cater for the student individual differences	64 (64%)	36 (36%)
6.	ICT familiarizes teachers with information literacy in ICT and other media which improves the teaching of History	76 (76%)	24 (24%)
7.	It widens teachers' pedagogical scope in terms of experience and method	77 (77%)	23 (23%)
8.	It develops students' knowledge to participate actively in the class	68 (68%)	32 (32%)
9.	It enhances teachers' psychomotor domain in handling ICT facilities for teaching history	75 (75%)	32 (25%)
10.	ICT enhances students' academic performance	76 (76%)	24 (24%)
11.	ICT enhances students' academic performance	41 (41%)	59 (59%)
12.	The use of ICT consumes teachers time instructional presentation	37(37%)	63 (63%)
13.	The use of ICT is very difficult	49 (49%)	51 (51%)
14.	ICT has a negative effect in the teaching-learning process	47 (47%)	53 (53%)
15.	It takes too much of my personal time to prepare for the lesson	39 (39%)	61 (61%)
16.	ICT is not feasible because of lack of facilities	29 (29%)	71 (71%)
17.	The use of ICT is not possible because it is too expensive to purchase	26 (26%)	74 (74%)
18.	The use of ICT is not proper because it diverts students' attention from teachers	49 (49%)	51 (51%)
19.	It leads to indiscipline in the classroom	39 (39%)	61 (61%)
20.	It is a very demanding task	34 (34%)	66 (66%)
	Total Average	**1125 (57%)**	**875 (43%)**

Source: Fieldwork, 2019

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Table 1 presents the perceptions of History teachers on the use of ICT facilities for teaching history in secondary schools in Ilorin Metropolis. Analysis of table reveals that 70% of the respondents choose Strongly Agree and Agree in Item 1 (ICT facilitates teachers' presentation of instruction) while 30% settled for Strongly Disagree and Disagree. 78% supported Strongly Agree and Agree in Item 2 (ICT arouses students' interest to learning) while 22% stood on Strongly Disagree and Disagree. Opinion of the respondent in Item 3 (It helps students retain knowledge of historical issues and events) shows that 78% believed in Strongly Agree and Agree while 22% supported Strongly Disagree and Disagree. Meanwhile, 73% accepted Strongly Agree and Agree in Item 4 (It assists in the sequential arrangement of historical contents for effective teaching to take place) while 27% opted for Strongly Disagree and Disagree. In Item 5 (It enables teachers to present historical materials in such a way that would cater for the student individual differences), 64% of the respondents accepted Strongly Agree and Agree while 36% choose Strongly Disagree and Disagree. 76% of the respondents acknowledge Strongly Agree and Agree in Item 6 (ICT familiarizes teachers with information literacy in ICT and other media which improves the teaching of history) while 24% settled for Strongly Disagree and Disagree.

77% supported Strongly Agree and Agree in Item 7 (It widens teachers' pedagogical scope in terms of experience and method) while 23% stood on strongly disagree and disagree. 68% accepted Strongly Agree and Agree in Item 8 (It develops students' knowledge to participate actively in the class) while 32% choose Strongly Disagree and Disagree. 75% of the respondents in Item 9 (It enhances teachers' psychomotor domain in handling ICT facilities for teaching history) choose Strongly Agree and Agree while 25% settled for Strongly Disagree and Disagree. In Item 10 (ICT enhances students' academic performance), 76% of the respondents accepted Strongly Agree and Agree while 24% choose Strongly Disagree and Disagree.

However, 41% of the respondents select Strongly Agree and Agree in Item 11 (ICT enhances students' academic performance) while 59% accepted Strongly Disagree and Disagree. Opinions of the respondents in Item 12 (The use of ICT consumes teachers time instructional presentation) showed that 37% believed in Strongly Agree and Agree while 63% supported Strongly Disagree and Disagree. 49% supported Strongly Agree and Agree in Item 13 (The use of ICT is very difficult) while 51% accepted Strongly Disagree and Disagree.

In Item 14 (ICT has a negative effect in the teaching-learning process), 47% of the respondents picked Strongly Agree and Agree while 53% accepted Strongly Disagree and Disagree. 39% supported Strongly Agree and Agree in Item 15 (It takes too much of my personal time to prepare for the lesson) while 61% agreed with Strongly Disagree and Disagree. 29% of the respondents choose Strongly Agree and Agree in Item 16 (ICT is not feasible because of lack of facilities) while 71% settled for Strongly Disagree and Disagree. 26% selected Strongly Agree and Agree in Item 17 (The use of ICT is not possible because it is too expensive to purchase) while 74% stood on Strongly Disagree and Disagree. In item 18 (The use of ICT is not proper because it diverts students' attention from teachers) 49% of the respondents accepted Strongly Agree and Agree while 51% choose Strongly Disagree and Disagree. 39% supported Strongly Agree and Agree in Item 19 (It leads to indiscipline in the classroom) while 61% agreed with Strongly Disagree and Disagree. Opinion of the respondents in Item 20 (It is a very demanding task) indicated that 34% believed in Strongly Agree and Agree while 66% supported Strongly Disagree and Disagree.

Hypotheses Testing

Hypothesis One: There is no significant difference in the perception teachers on the use of ICT facilities for teaching history in secondary schools in Ilorin Metropolis based on gender.

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Table 2: t-test on Teacher's Perception on the Use of ICT Facilities for Teaching History in Secondary Schools Based on Gender

Gender	No	Mean	S. D.	Df	t-value	Sig	Remark
Male	41	16.821	3.409				
				98	1.414	0.22	NS
Female	59	17.975	3.454				

*Insignificance at p>0.05

Table 2 shows that the t-value 1.414 is obtained with a p-value of 0.22 computed at 0.05 alpha level. Since the p-value of 0.22 is greater than 0.05 level of significance, the null hypothesis one is retained. Therefore, there is no statistically significant difference in teacher's perception on the use of ICT facilities for teaching history in secondary schools in Ilorin Metropolis based on gender ($t_{(98)}$ = 1.414, p>0.05).

Hypothesis Two: There is no significant difference in the perception of history teachers on the use of ICT facilities for teaching history in secondary schools in Ilorin Metropolis based on school type.

Table 3: t-test on Teacher's Perception on the Use of ICT Facilities for Teaching History in Secondary Schools Based on School Type

School Type	No	Mean	S. D.	df	t-value	Sig	Remark
Public	66	16.281	3.651				
				98	1.856	0.32	NS
Private	34	16.656	3.363				

*Insignificance at p>0.05

Table 3 shows that the t-value 1.856 is obtained with a p-va lue of 0.32 computed at 0.05 alpha level. Since the p-value of 0.32 is greater than 0.05 level of significance, the null hypothesis two is retained. Thus, there is no statistically significant difference in teacher's perception on the use of ICT facilities for teaching history in secondary schools based on school type ($t_{(98)}$ = 1.856, p>0.05).

Hypothesis Three: There is no significant difference in the perception of history teachers on the use of ICT facilities for teaching history in secondary schools in Ilorin Metropolis based on teaching experience

Table 4: ANOVA on Teacher's Perception on the Use of ICT Facilities for Teaching History in Secondary Schools in Ilorin Metropolis Based on Teachers' Experience

Variables	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	272.645	2	136.323			
Within Groups	9856.465	97	101.613	1.342	0.09	NS
Total	10,129.11	99				

*Insignificance at p>0.05

As shown in table 4, the F-value of 1.342 with a p-value of 0.09 computed at 0.05 alpha level. Since the p-value of 0.09 obtained is greater than 0.05 level of significance, the null hypothesis four is retained. This implies that there is no statistically significant difference in teacher's perception on the use of ICT facilities for teaching history in secondary schools in Ilorin Metropolis based on teaching experience ($F_{(2, 97}$ = 1.342, p>0.05).

Hypothesis Four: There is no significant difference in the perception of history teachers on the use of ICT facilities for teaching history in secondary schools in Ilorin Metropolis based on educational qualification.

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Table 5: ANOVA on Teacher's Perception on the Use of ICT Facilities for Teaching History in Secondary Schools in Ilorin metropolis Based on Qualifications

Variables	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	231.248	2	115.624	1.170	0.31	NS
Within Groups	9584.345	97	98.808			
Total	9815.593	73				

*Significance at p>0.05

As shown in table 5, the F-value of 1.170 with a p-value of 0.31 computed at 0.05 alpha level. Since the p-value of 0.31 obtained is greater than 0.05 level of significance, the null hypothesis three is retained. This shows that there is no statistically significant difference in the perception of history teachers on the use of ICT facilities for teaching history in secondary schools based on educational qualification ($F_{(2, 97)} = 1.170$, $p>0.05$).

Discussion of the findings

Findings from this study revealed that majority of the respondents which represents 57% mode of the Strongly Agree (SA) and Agree (A) were of the perceptions that the use of ICT facilities have positive effects on the teaching and learning of History subject in secondary schools. Thus, this indicates that the use of ICT facilities has positive effects on the teaching and learning of History subject in secondary schools in Ilorin because its' easier teachers' instructional presentations, enhances teachers' psychomotor domain in handling ICT facilities for teaching History as well as retain students' knowledge of historical issues and events effectively. This finding substantiates Gulba har and Guven (2008) who stated that the use of ICT familiarizes teachers with information literacy in ICT and other media which enabled them to teach effectively in the classroom.

Findings from research hypothesis one showed that there was no statistically significant difference in teacher's perception on the use of ICT facilities for teaching History in secondary schools in Ilorin Metropolis based on gender. This signifies that the use of ICT facilities for teaching History do not differ between male and female teachers in Ilorin Metropolis senior secondary schools. This study is in contrast with the findings of Kiptalam and Rodrigues (2011) who affirmed that the use of ICT among male teachers is higher than female teachers. Male teachers were rather found to be interested in the use of ICT facilities for teaching and research work than their female counterparts in secondary schools.

The outcome of the results from research hypothesis two revealed that there was no statistically significant difference in teacher's perception on the use of ICT facilities for teaching History in secondary schools in Ilorin Metropolis based on school type. This denotes that the use of ICT facilities for teaching History in public and private secondary schools cannot be quantified. This result is in line with Yapici and Hevedanli (2012) who found that there was no discrepancy on the use of ICT facilities for teaching in public and private secondary schools because most teachers in public and private senior secondary schools have familiarized themselves with adequate use of ICT facilities.

Findings from research hypothesis three also showed that there was no statistically significant difference in teachers' perception on the use of ICT facilities for teaching History in secondary schools in Ilorin Metropolis based on the years of teaching experience. This specifies that ICT facilities require constant use in teaching History subject in senior secondary schools rather than the years of experience. This corroborates the findings of Adeyanju (2017) who stressed that there was no significant difference in the teachers' use of ICT facilities based on years of teaching experience in Ekiti South, Ekiti State, Nigeria.

The outcome of the findings from research hypothesis four indicated that there was no statistically significant difference in teachers' perception on the use of ICT facilities for teaching History in Ilorin Metropolis secondary schools based on educational qualification. This connotes that educational qualifications

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do not matter in term of using ICT facilities for teaching because ICT involves continuous use irrespective of the teachers' educational qualifications. This supports the finding of Hamilton-Ekeke (2013) who found that effective teachers cannot be reliably identified based on the qualifications, where they were schooled, whether they registered or how long they have been teaching but they can be best identified through their performance.

Conclusion

It is concluded in this study that the use of ICT facilities has positive effects on the teaching and learning of History subject in secondary schools because it eases teachers' instructional presentations, enhances teachers' psychomotor domain in handling ICT facilities for teaching History and retain students' knowledge of historical issues and events effectively in Ilorin. This shows that integration of ICT facilities for teaching History make history instructions concrete rather than abstract for the teachers and students of History. Also, irrespective of gender, school type, years of teaching experience and educational qualifications, no discrepancy or variation exits in the perceptions of History teachers on the use of ICT facilities for teaching History in secondary schools in Ilorin Metropolis of Kwara State, Nigeria.

Recommendations

The following recommendations are proffered;

1. With respect to the potential benefits that could be harnessed from the use of ICT media for the classroom instruction, teachers should integrate ICT media into teaching so as to equip students with the necessary skills and knowledge that will not only enable students optimize learning in a fast changing world but would also foster active and autonomous lifelong learners.
2. Government, proprietors and parents should improve in the provision of ICT facilities to enhance the level of accessibility and reduce the cost of the ICT facilities in Ilorin, Nigeria.
3. Constant training should be organized by the government for the history teachers on how to manage their time with the use of ICT facilities in presentation of instruction in the classroom so as to achieve teaching objectives within stipulated time.

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