



PORT HARCOURT
JOURNAL
of
EDUCATIONAL STUDIES
(PHAJOES)

VOL. 6, NO. 2; 2021

**A PUBLICATION OF THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION,
UNIVERSITY OF PORT HARCOURT, NIGERIA.**

PORT HARCOURT JOURNAL

OF

EDUCATIONAL STUDIES

(PHAJOES)

Volume 6, Number 2; 2021.

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ISSN: 2682-633X

website: www.phajournal-uniport.org

Email: editor@phajournal-uniport.org or phajournal-uniport@gmail.com

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UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY RESOURCES FOR HISTORY INSTRUCTION AMONG SECONDARY SCHOOL TEACHERS IN OFFA, KWARA STATE, NIGERIA

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Abstract

This study examined teachers' utilization of Information and Communication Technology (ICT) resources for History instruction in Offa, Kwara State, Nigeria. In this study, the type of ICT resources available and the extent of the utilization of ICT resources for teaching History were examined. This study was a descriptive type. The population for the study comprised all History teachers in secondary schools in Offa, Kwara State, Nigeria. A total number of 85 History teachers were sampled using purposive sampling technique. A researcher-designed questionnaire was used for data collection and descriptive statistic (mean rating) was used for data analysis. Hypotheses were tested using independent t-test and Analysis of Variance (ANOVA) of 0.05 level of significance. Findings from this study revealed that computer, television sets, video equipment and database are the types of ICT media available for teaching History in Offa, Kwara State. It was found that History teachers rarely utilize ICT resources for teaching History in secondary schools in Offa, Kwara State. It was therefore recommended among others that Government and private school owners should equip schools with ICT resources to foster teaching and learning of History in secondary schools; History teachers should integrate ICT resources into teaching so as to equip students with the necessary skills and knowledge that will enable students optimise learning History in a fast changing world.

Keywords: Media Utilization, Information And Communication Technology, Resources, History Instruction Secondary School, Teachers

Introduction

History can be described as continuous, typically chronological, records of important or public events or of a particular trend or institution. It is also the study of past events, particularly in human affairs. It is also the whole series of past events connected with a particular person or things. It is also said to be the study of significant activities of the past, relating it to the present in order to predict the future occurrence. Nokes (2013) noted that, without History, the people might not be able to know their past even present let alone of relating it to the future. David and David and Alan (2015) are of the view that History is the most important single field of human knowledge which has tremendously helped man with the skills of critical thinking, reasoning, analysis of issues and development in the society in all ramifications.

The study of History is experiencing a revolution in the dissemination of knowledge and in the enhancement of instruction, through the advancement of information and communication technologies (ICT). With the emerging new technologies, the teaching professions are evolving from an emphasis on teacher-centred, lecture-based instruction to student-centred, interactive learning environments. The emergence of a knowledge-based society is changing the global economy and the status of education (UNESCO, 2003). Woodhill (2004) opined that using ICT

media in teaching and learning have created changes in the education and training for both the educator and the learner. As education strives to foster active and autonomous lifelong learners, there is need to accommodate the new media to equip students with the necessary skills and strategies that will allow them to reach this potential (Czerniewicz & Brown, 2003) so as to optimise learning in a fast changing world.

Therefore, in order to achieve the aims and goals of History, there is need to improve and facilitate its teaching in our schools. The utilisation of information and communication technology (ICT) in the teaching of History in senior secondary schools is one of the most recent innovative History teaching methodologies in education. It refers to the process of gathering, accessing and disseminating data for enhanced learning (Yuen & Ma, 2008) which is daily giving rise to new concept and ideas, motivation and invention and making positive impact in the education sector. ICT design comprises four basic functions of input, processing, storage and output (Youssef & Dahmani, 2010).

However, the use of information and communication technologies in the education process has been divided into two broad categories: ICTs for Education and ICTs in Education. ICTs for education connote the development of information and communication technology specifically for teaching and learning purposes, while the ICTs in Education involves the adoption of general components of information and communication technologies in the teaching and learning processes (Yusuf, 2005). The integration of technology has made ICT literacy and other forms of skill become necessity (UNESCO, 2003). With this development, education sector needs to integrate ICT to redirect educational practices towards assisting learners to acquire skills. With the emerging role of helping the learner to acquire the skills needed, the teachers themselves need to be ICT literate as well as competent and must learn to integrate their knowledge of technology and pedagogical skills in teaching their subject-subject content for 21st century skills.

The implication of this development provides a rationale and strong base for establishing the necessity of ICT integration in educational practices as the education industry strives to meet up with its responsibility of equipping the learner with what it takes to fit into the larger society the 21st century skills' (Okam, 2002). However, the success of ICT integration in any educational system is to a large extent dependent on its teachers for there is no education system that can rise above the quality of its teachers (Castro, 2003). For school teachers to effectively integrate ICT in their pedagogical practices, the pre-service teacher training program must be grounded to adequately prepare the teachers while on training for this emerging challenge. Therefore, new technologies require technological resources and well-trained teachers necessary to implement the most creative use of computers in the classroom in any large scale (Castro, 2003).

Teacher is a crucial factor in educational system, his competence and efficiency has implications in the attainment of educational objectives and goals (Pelgrum, 2001). Research around the world has shown that teacher training in use and application of technology is the key determining factor for improved student performance in terms of both knowledge acquisition and skills development enabled by technology. ICT cannot be transformative on its own and requires teachers to integrate it into the curriculum and use it to improve student learning (Collis & Jung, 2003) Thus, the level of ICT literacy and competence of the teacher is crucial in determining the success of ICT integration in schools (Rosnaini & Mohd-Arif, 2010).

However, providing technical skills training to teachers in the use of technology is not enough. Teachers need professional development in the pedagogical application of those skills to improve teaching and learning rather than the traditional one-time teacher training workshops which have not been effective in helping teachers to feel comfortable using technology or to integrate it successfully into their teaching (Nwachukwu, 2006). Teachers' competence toward the use and application of ICT in the teaching process has been described to be dependent on teacher education and training. Workshops and stand-alone courses on technology integration for in-service teachers may not be enough in ensuring effective use of technology in pedagogical practices (Mishra & Koehler, 2006).

While there is great advocacy for the teachers' access and usage of ICT for teaching process, it is argued that teaching and learning is unlikely to be improved simply by the application of a technology. Learning can be enhanced when innovations take into account not only the characteristics of the technology, but also the pedagogic design, the context within which learning takes place, student characteristics, their prior experiences and their familiarity with the technologies involved. Kirkwood & Price (2005) observed that it is essential for teachers and decision-makers in higher education to develop a better understanding of the issues surrounding the use of ICT. According to Gbenga 2006, the usage of ICT in schools helps in a number of ways among which;

- i. It can be used to train students in skills which they will need to further education and as an ongoing learning process throughout the rest of their lives and for their future jobs, i.e., word processing, email communications etc.
- ii. It can provide access to information and communication outside the classroom i.e. via the Internet
- iii. It can be used to support teacher development via external networks
- iv. It can support and potentially transform the learning and teaching process
- v. It combines and integrates a full range of media essential for effective learning. The ICT uses sounds, vision, text and numeric data
- vi. There is an opportunity to increase the interest and involvement of students by the one to one relationship provided by the student and computer
- vii. It provides students with an opportunity to work and learn on their own

However, there is still much to be done in terms of exploiting ICTs for rich pedagogical use (enhanced teaching and learning), and for serving learners in different target groups (Collis & Jung, 2003). Ensuring effective technology integration in teaching and learning process would require a careful planning and transformational changes in curriculum content and pedagogical practices (Hammond & Munfra, 2009) in addition to having access to ICT resources. Even though technology integration in educational practices is much appreciated and considered a welcome development by most teachers; it is yet to be fully integrated in pedagogical practices in Nigerian secondary schools (Onasanya, Shehu, Oduwaiye & Shehu, 2010).

Although ICT may facilitate independent self-paced learning, the potential of ICT may not be optimized if there is no shift in the learning and teaching paradigm (Bangkok, 2004). When teaching and learning process is critically assessed in Nigerian secondary schools, Busari (2015) observed that the number of teachers (regardless of gender, age, educational qualification, school



type and teaching experience) integrating or using ICT media for their classroom instructions is very minor due to a number of factors such as lack of access to ICT media, erratic power supply, teachers' attitudes and inadequate skills to handle ICT media among others.

However, studies concerning teachers' gender and ICT use have indicated female teachers' low levels of computer use due to their limited technology access, skill, and interest (Volman & Van Eck, 2001). Research studies revealed that male teachers used more ICT in their teaching and learning processes than their female counterparts (Wozney et al., 2006). Similarly, Jamieson-Proctor, Burnett, Finger & Watson (2006) conducted a study on teachers' integration of ICT in schools in Queensland State. Results indicated that female teachers were integrating technology into their teaching less than the male teachers. But the situation is different in the studies conducted by Adams (2006), who found that female teachers applied information technology than their female counterparts. Also, studies have revealed that there was no significant difference in the use of ICT by male and female teachers (Peralta & Costa, 2007).

Though research evidences abound that teachers' teaching experience and educational qualification did not influence their use of computer technology in teaching (Rosnaini & Mohd, 2010), most research showed that teaching experience and educational qualification influence the successful use of ICT in classrooms. Baek, Jong & Kim (2008) claimed that experienced teachers are less ready to integrate ICT into their teaching. Vajargah, Jahani and azadmanseh (2010). reported that teachers with less experience in teaching were more likely to integrate computers in their teaching than teachers with more experience in teaching. According to the report, teachers with up to three years teaching experience were reported spending 48% of their time utilizing computers, teachers with teaching experience between 4 and 9 years, spend 45% of their time utilizing computers, teachers with experience between 10 and 19 years spend 47%, and finally teachers with more than 20 years spend 33% of their time utilize computers. The reason to this disparity may be that fresh teachers are more competent in using the technology.

Statement of the Problem

The emergence of ICT has totally revolutionized the way we access, process and store, retrieve and disseminate information within organizations and across the globe. To foster active and autonomous lifelong learners, there is need to accommodate the new media to equip students with the necessary skills and knowledge that will allow students to reach this potential and optimise learning in a fast changing world. Given the remarkable potentials that could be harnessed by integrating ICT media in teaching and learning process, however, it is rare to see teachers (especially at basic schools in Nigeria) teaching with the aid of ICT media. This has been a researcher's concern and interest to explore teachers' use of Information and Communication Technology media for History instructions in Offa, kwara State, Nigeria.

Objective of the Study

The objective of this study is focused on the utilization of Information and Communication Technology resources for History instruction among secondary school teachers in Offa, Kwara State, Nigeria.

Research Questions

The following questions were raised to guide this study

- i. What are the types of ICT resources available for the History instruction in Offa Kwara State?
- ii. Do teachers utilize Information and Communication Technology resources for History instruction in Offa Kwara State?

Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance

H₀₁: There is no significant difference in teachers' utilization of ICT for History instruction based on school type.

H₀₂: There is no significant difference in teachers' utilization of ICT for History instruction based on gender.

H₀₃: There is no significant difference in teachers' utilization of ICT for History instruction based on qualification.

H₀₄: There is no significant difference in teachers' utilization of ICT for History instruction based on teaching experience.

Research Methodology

This study was a descriptive survey type. The population for the study covered all History teachers in senior secondary schools in Offa Kwara State. A total of 85 History teachers were sampled, using purposive sampling technique. A researcher-designed questionnaire was used for data collection and descriptive statistics (mean rating) was used for data analysis. Hypotheses were tested using independent t-test and Analysis of Variance (ANOVA) of 0.05 level of significance

Results and Analysis

Out of 85 (100%) History teachers, 62 (73%) of the respondents were sampled from public schools and 23 (27%) of the respondents were from private schools. Also, 51 (60%) of the respondents were males while 34 (40%) were female teachers. In addition, 42 (49%) were NCE holders; 39 (46%) were BSc holders and 4 (5%) were MSc holders. More so, 21 (25%) of the respondents were with 0 – 4 years teaching experience; 37 (43%) were with 5 – 9 years teaching experience and 27 (32%) were with teaching experience of ten years

Answers to Research Questions

Research Question One: What are the types of ICT resources available for teaching History in Offa, Kwara State?

A cut-off score of 1.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a two-response-type. Therefore, items found with mean scores equal or above 1.50 were remarked as 'Available' while items with mean scores below 1.50 were remarked as 'Not Available'.

Table 1: Mean and Rank Order of Participants' Responses on ICT resources Available for Teaching History in Offa, Kwara State

SN of Items	Items	Mean	Rank	Remark
		1.62	1 st	Available
8	Computer	1.57	2 nd	Available
9	Television sets	1.55	3 rd	Available
4	Video Equipment	1.51	4 th	Available
5	Database	1.02	5 th	Not Available
10	Slides	1.02	5 th	Not Available
2	presentation tools e.g. Power-point	0.86	6 th	Not Available
6	Multimedia Projectors	0.77	7 th	Not Available
7	Films trips	0.67	8 th	Not Available
3	Bulletin boards	0.63	9 th	Not Available
1	Interactive Radio	0.63	9 th	Not Available
11	email, chat			

As shown in table 1, ranked 1st, 2nd, 3rd and 4th are items whose mean scores are above 1.50 while ranked 5th, 6th, up to 9th are items whose mean scores are below 1.5. This implies that computer, television sets, video equipment and database are the types of ICT resources available for History instruction in secondary schools in Offa, Kwara State. However, slides, power-point, multimedia projectors, bulletin boards, among others are not available for teaching History in Offa, Kwara State.

Research Question Two: Do teachers utilize ICT resources for teaching History in secondary schools in Offa, Kwara State?

Given that the questionnaire items were structured in a four-response-type, Participants responses were subjected to item-by-item analysis using mean rank order. Thus, ICT media whose mean scores were closed to 4.0, 3.0, 2.0 and 1.0 were remarked as always, sometimes, rarely and never used respectively.

Table 2: Mean and Rank Order of Participants' Responses on the Utilization of ICT resources for Teaching History in secondary schools in Offa, Kwara State

SN of Items	Items	Mean	Rank	Remark
8	Computer	2.41	1 st	Rarely Used
9	Spreadsheet	2.39	2 nd	Rarely Used
3	Television sets	2.32	3 rd	Rarely Used
5	Slides	2.32	4 th	Rarely Used
7	Bulletin boards	2.20	5 th	Rarely Used
1	Interactive Radio	2.17	6 th	Rarely Used
2	Multimedia Projectors	2.06	7 th	Rarely Used
10	presentation tools e.g. Power-point	1.85	8 th	Rarely Used
11	email, chat	1.76	9 th	Rarely Used
6	Films trips	1.73	10 th	Rarely Used
4	Video Equipment	1.73	10 th	Rarely Used

As shown in table 2, no item has a mean score up to 2.50. In other words the mean scores of all the items are below 2.50. This implies that History teachers rarely utilize ICT resources for History instruction in secondary schools Offa, Kwara State.

Hypotheses Testing

Data obtained from this study which were categorical in nature were summed up and transformed into continuous data. Thus, hypotheses 1 and 2 were tested with the use of t-test while hypotheses 3 and 4 were tested with Analysis of Variance (ANOVA) at 0.05 significant level.

Hypothesis One: There is no significant difference in teachers' utilization of ICT for History instruction based on school type.

Table 3: t-test Statistics Showing the Difference in Teachers' Utilization of ICT Resources for History Instruction in Offa, Kwara State on the Basis of School Type

School Type	N	Mean	S.D.	Df	t-cal	Sig.	Remark
Public	62	16.901	3.904	83	1.731	0.113	NS
Private	23	17.362	2.885				

*Insignificance at $p > 0.05$

Table 3 shows that the t-value is 1.731 obtained with a p-value of 0.113 computed at 0.05 alpha level. Since the p-value of 0.113 is greater than 0.05 level of significance, the null hypothesis one is not rejected. This implies that there is no statistically significant difference in teachers' utilization of Information and Communication Technology resources for History instruction in secondary schools Offa, Kwara State on the basis of school type ($t_{(83)} = 1.731, p > 0.05$).

Hypothesis Two: There is no significant difference in teachers' utilization of ICT for History instruction based on gender

Table 4: t-test Statistics Showing the Difference in Teachers' Utilization of ICT Resources for History Instruction on the Basis of Gender

Gender	N	Mean	S.D.	Df	t-cal	Sig.	Remark
Male	24	16.821	3.409	83	1.714	0.122	NS
Female	56	17.975	3.454				

*Insignificance at $p > 0.05$

Table 4 shows that the t-value is 1.714 obtained with a p-value of 0.122 computed at 0.05 alpha level. Since the p-value of 0.122 is greater than 0.05 level of significance, the null hypothesis two is retained. This implies that there is no significant difference in teachers' use of Information and Communication Technology resources for History instruction in secondary schools in Offa, Kwara State ($t_{(83)} = 1.714, p > 0.05$).

Hypothesis Three: There is no significant difference in teachers' utilization of ICT for History instruction based on qualifications.

Table 5: ANOVA Statistic Showing Summary of the Difference in Teachers' Utilization of ICT for History Instruction Based on Qualifications

Variables	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	342.135	2	171.068	1.406	0.22	NS
Within Groups	9974.423	82	121.639			
Total	10316.558	84				

*Insignificant at $p > 0.05$

As shown in table 5, the F-value of 1.406 with a p-value of 0.22 computed at 0.05 alpha level. Since the p-value of 0.22 obtained was greater than 0.05 level of significance, the null hypothesis three is retained. This thus implies that there is no statistically significant difference in teachers' utilization of ICT for History instruction based on qualifications ($F_{(2, 82)} = 1.406$ $p > 0.05$).

Hypothesis Four: There is no significant difference in teachers' utilization of ICT for History instruction based on teaching experience.

Table 6: ANOVA Statistic Showing Summary of the Difference in teachers' use of ICT for teaching History based on experience.

Variables	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	357.831	2	178.916	1.517	0.12	NS
Within Groups	9668.657	82	117.910			
Total	9926.488	84				

Insignificant at $p > 0.05$

As shown in table 6, the F-value 1.517 with a p-value of 0.12 computed at 0.05 alpha level. Since the p-value of 0.12 obtained is greater than 0.05 level of significance, the null hypothesis four is retained. This thus implies that there was no statistically significant difference in teachers' utilization of ICT for History instruction based on teaching experience. ($F_{(2, 82)} = 1.517$, $p > 0.05$).

Discussion of Findings

Findings from this study revealed that computer, television sets, video equipment and database are the type of ICT resources available for History instruction in secondary schools in Offa, Kwara State as their mean scores were above 1.50 from the analysis. However, bulletin boards, interactive radio, computer, slides, power-point and multimedia projectors, among others were not available for teaching History in Offa, Kwara State. This finding disagrees with Gulbahar and Guven (2008) who found a number of ICT media available in elementary schools in Turkey. Given that ICT media demand regular power supply and maintenance, etc. erratic power supply and inadequate fund to maintain ICT media might be responsible for its unavailability for teaching History in Offa, Kwara State.

This study revealed that History teachers rarely utilized ICT resources for the History instruction in Offa, Kwara State as no item has a mean score of up to 2.50. This finding negates Gulbahar and Guven (2008); Jamieson-Proctor, Burnett, Finger, and Watson, (2006) whose findings revealed effective utilisation of ICT media for the classroom instruction in Turkey. Unavailability of ICT media in schools might be accountable for teachers' un-use of ICT media for teaching History in Offa, Kwara State.

Findings revealed that there was no statistically significant difference in teachers' use of Information and Communication Technology media for teaching History in Offa, Kwara State on the basis of gender and school type since the p-value of 0.122 and 0.113 respectively are greater than 0.05 level of significance. Findings also revealed that there was no statistically significant difference in teachers' use of ICT for teaching History based on qualifications teaching experience. This results corroborate Adeyanju (2017) whose findings indicated that there was no statistical

discrepancy in teachers' use of ICT regardless of teachers' educational qualifications and years of teaching experience in Ekiti South, Ekiti State, Nigeria.

Conclusion

Based on the findings from this study, it can be concluded that the ICT resources available for History instruction in secondary schools in Offa, Kwara State are computer, television set and video equipment. Also, History teachers in secondary schools do utilize ICT resources History instruction in secondary schools in Offa, Kwara State. It can also be concluded the utilization of Information and Communication Technology resources for History instruction is the same among History teachers regardless of their gender and school type.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations were made;

- i. Given the potential benefits that could be harnessed from the use of ICT resources for the History instruction, Government and private school owners should equip schools with ICT resources to foster the teaching and learning of History in secondary schools.
- ii. History teachers should integrate ICT resources into teaching so as to equip students with the necessary skills and knowledge that will enable students optimise learning in a fast changing world.
- iii. Steady electricity should be supplied to schools so as to encourage the utilization of ICT resources for the History instruction in secondary schools in Offa Kwara state.

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