

*CHALLENGES OF ADOPTING INFORMATION COMMUNICATION
TECHNOLOGY (ICT) IN TEACHING OF HISTORY IN SECONDARY
SCHOOLS IN OVIA NORTH EAST LOCAL GOVERNMENT AREA*

Gloria Ugochi IWU

EDU2005546

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

FEBRUARY, 2025

*CHALLENGES OF ADOPTING INFORMATION COMMUNICATION
TECHNOLOGY (ICT) IN TEACHING OF HISTORY IN SECONDARY
SCHOOLS IN OVIA NORTH EAST LOCAL GOVERNMENT AREA*

Gloria Ugochi IWU

EDU2005546

*A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,*

UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
BACHELOR OF EDUCATION (B.A (Ed) IN HISTORY EDUCATION

FEBRUARY, 2025

CERTIFICATION

*This is to certify that this study was carried out by Gloria Ugochi IWU with
Matriculation Number: EDU2005546 in the Department of Educational*

Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfillment for the award of the Degree of Bachelor of Arts (Ed) in History Education

Mrs. V. E. Edobor - Uzamere
(Project Supervisor)

Dr. O.I. Nyorere
(Project Coordinator)

Date

Date

Prof. R. B. Danner
(Head of Department)

Date

DEDICATION

This project is dedicated to the Almighty God who is the source of all inspiration, wisdom and strength.

ACKNOWLEDGEMENTS

The researcher is very grateful to her project supervisor, Mrs. V. E. Edobor -Uzamere for her guidance, support and valuable feedback which contributed immensely to the success of this project work. The researcher also wishes to acknowledge her project coordinator Dr .O.I Nyorere, her Head of Department, Prof R.B Danner, her former Head of Department, Dr A.E Osawaru, her amazing course adviser from 100level to final year, she also wishes to send her profound gratitude to her lecturers from the Department of Educational Foundations, Faculty of Education, as well as the Department of History and International Studies, Faculty of Arts for their immense academic support throughout the course of this journey.

The researcher wishes to appreciate her parents Mrs Priscilla and late Mr Festus Iwu. Special thanks to Miss Ifunanya Joy Iwu for her unwavering support and encouragement without which this journey wouldn't have been possible. And her amazing siblings, Chiamaka, Kelechi, Bright, Charles,

Ifunanya and Chiwendu, thank you for your care and emotional support and to a very wonderful person, Ogheneyoma, thank you for your moral, emotional and exclusive support.

The researcher also wishes to appreciate her reading partners Genevieve, Faithfulness, Marvellous and Divine, your support was very crucial to this journey. The researcher also wishes to appreciate her friends Favor, Opeyemi, Mr. Lawrence, Lilian, Ogheneyoma, Genevieve, Success and every other amazing person who made this journey beautiful, and finally to her sweet Holy Spirit, thank you for being the author of this beautiful story.

TABLE OF CONTENTS

	PAGE
TITLE	i
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
CHAPTER ONE: INTRODUCTION	
<i>Background to the Study</i>	1
<i>Statement of the Problem</i>	4
<i>Research Questions</i>	4
<i>Purpose of the Study</i>	5
<i>Significance of the Study</i>	5
<i>Scope and Delimitation of the Study</i>	6
<i>Definition of Terms</i>	6

CHAPTER TWO: REVIEW OF RELATED LITERATURE

<i>History Education</i>	8
<i>Concept of ICT</i>	12
<i>Extent Which Unavailability of ICT Devices Influence the Teaching of History Education</i>	17
<i>Extent which lack of ICT skills Influence the Teaching of History Education</i>	21
<i>Extent which Poor Funding Influence the Learning of History Education</i>	25
<i>Extent which Lack of Infrastructure Influence the Learning of History Education</i>	29
<i>Summary of Literature Reviewed</i>	31

CHAPTER THREE: METHODOLOGY

<i>Research Design</i>	33
<i>Population of the Study</i>	33
<i>Sample and Sampling Technique</i>	33
<i>Research Instruments</i>	34

<i>Validity of Instruments</i>	34
<i>Method of Data Collection</i>	34
<i>Method of Data Analysis</i>	35

CHAPTER FOUR: PRESENTATION OF RESULTS

AND DISCUSSION OF FINDINGS

<i>Presentation of Result</i>	36
<i>Discussion of the Findings</i>	39

CHAPTER FIVE: SUMMARY, CONCLUSION

AND RECOMMENDATIONS

<i>Summary</i>	43
<i>Conclusion</i>	44
<i>Recommendations</i>	44
<i>References</i>	46
<i>Appendix</i>	49

ABSTRACT

The study examine the challenges of adopting Information Communication Technology (ICT) in teaching History in higher institutions using University of Benin as a case study. To achieve the objectives of the study, four research questionas were raised.

The study adopted a descriptive survey research design, The population of this study consist of students in public secobdary schools in Ovia North East Local Government Area. A sample size consisting of 60 (sixty) final year students (History) were used for this study.. The random sampling technique was used to randomly select the respondents for the study. The instrument used for the study was a structured questionnaire titled "Challenges of Adopting ICT in teaching History Questionnaire" (CAICTTHQ). It was validated by the supervisor and two other lecturers in the Department. The data collected was presented using percentage and mean(\bar{x}), standard deviation(SD)

Findings from the study revealed that unavailability of ICT devices, lack of ICT skills, poor funding and lack of infrastructure influence the learning of History. Based on the findings, it was therefore recommended amongst others that the government and other stakeholders in education section should provide funds for the procurement and even distribution of ICT devices across public institutions in Edo State for the teaching and leaning of History and lecturers should be trained and retrained to acquire relevant

computer skills so as to be efficient in their academic and administrative duties. This can be done through constant workshops and in-service training for teachers and other support staff on the use and application of ICT facilities.

CHAPTER ONE

INTRODUCTION

Background of the Study

History as a subject fall within the general art and has for a long time enjoyed a place in Nigeria's school curriculum until it was banned by Nigeria's government in 2010 and re-introduced eventually in 2017. No nation can function academically, politically, culturally, socially and economically when her students lack knowledge about her past. It can be likened to a nation living without memories or brain hence the need for teaching and learning of History to be taken seriously as it has the capacity to destroy the country's younger generation and future workforce (Animba, 2021).

The term "History" means different things to different people. History is to people what memory is to individual which is why people who lack knowledge of their past or are ignorant of their past becomes victims of past mistakes. History is the account of the past events investigated, analyzed and interpreted in order to discover generalization that are helpful in understanding the present and to a limited extent in anticipating the future. History does not only study the past in isolation from the present but relates intricately with the success, achievements and failures of antecedent's generations to the contemporary case and sets the stage for a better living in the morrow. Boade, (2016) opined that "History education is important because it inculcates in the individual the development of social awareness." In this respect, it is through the knowledge of history that people, particularly younger ones come to understand and appreciate the background, culture, beliefs, and traditions of others. The goal of History teaching in tertiary institutions is to help young people develop an integrated spiritual world, via assimilation of the ethno-cultural, national and universal values that have been developed in the

course of historical development, and by giving them experience in defining themselves in relation to these values.

To achieve the above objectives, the Nigerian National Policy on ICT recognizes the need for utilization of Information communication Technology (ICT) in education. This recognition brought about the development of specific Information communication Technology (ICT) related policies in the country's education system so that the education system could harness the potentials of ICT for instruction in its schools. Information and Communication Technology is a set of tools and application that are facilitated by electronic means to capture, store, and process, transmit and display information. ICT have become key tools in educational methodology and curriculum delivery globally. It has been identified as an indispensable instrument for the development of quality teaching and learning in the education system. ICT is fundamental for the preparation of students in meeting the innovations in the global arena (Oluwadare, 2018). The growth of information and communication technology has dramatically reshaped teaching and learning processes in higher education. Adopting information and Communication Technology (ICT) in teaching'learning process is becoming the trend in Nigeria's educational system According to Obeten (2019) the benefits of integrating ICTs in Education include but are not limited to;

- Improves the quality of education by helping teachers to do their jobs and by helping students to learn more effectively
- Provides opportunities for students to learn to operate in information age

Despite the premium placed on ICT in education and the increasing public spending on ICT tools and infrastructure, researchers such as Ajimogo (2015) have argued that several factors militate against the effective adoption of ICT in public secondary schools. Onasanya and Odumaiye

(2020) claimed that vast number of History education teachers seem to show lackadaisical attitude towards using ICT devices in teaching and learning process. In the same vein, the researcher have observed that some History education teachers seem not to be experienced in the use ICT as an instructional delivery system in teaching. Moreover, Oluwadare (2018) noted that some History education departments in some Universities and Colleges of Education lack adequate computer studio as a result, these institutions continue with the use of traditional method of teaching. Hence, the few available computers are treated like sacred cows, students are restricted from entering computer laboratory. In some of the institution, students only see the computers but not allowed to neither come close to it nor touch it and in some cases, students are restricted from operating them without close supervision as to avoid spoilage. Therefore, putting computers and other ICT devices in schools is not enough to impact on student learning, there is the need to ascertain the challenges of adopting ICT in higher institutions purposefully. Against this background, the researcher deems it necessary to investigate the challenges of adopting ICT in teaching History in secondary schools in Ovia North East Local Government Area

Statement of the Problem

The use of ICT in teaching particularly in History education has proved to be useful and innovative because it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and self-responsibility for learning, motivate teachers and students to continue learning outside school hours. Despite the apparent benefits of adopting ICT for educational purpose, it has been observed that over the years the teaching and learning process in History education seem to be at it crudest form as teachers are yet to fully adopt ICT for teaching and learning. This ugly situation no doubt could influence the teaching and learning of History. More worrisome is the

fact that some History education teachers still rely on the use of textbook information and teachers class verbalization which may be due to the poor utilization of ICT in teaching. Based on the foregoing, this study is to examine the challenges of adopting ICT in teaching History in secondary schools in Ovia North East Local Government Area

Research Questions

The following research questions were raised to guide the direction of this study.

1. What extent does that unavailability of ICT devices influence the learning of History education in secondary schools in Ovia North East Local Government Area
2. What extent does lack of ICT skills influence the learning of History education in secondary schools in Ovia North East Local Government Area
3. What extent does poor funding influence the learning of History education in secondary schools in Ovia North East Local Government Area?
4. What extent does lack of infrastructure influence the learning of History education in secondary schools in Ovia North East Local Government Area

Purpose of Study

The main objective of this study is to examine the challenges of adopting ICT in teaching History in secondary schools in Ovia North East Local Government Area. Specifically, the study sought to examine:

1. the extent which unavailability of ICT devices influence the learning of History education in secondary schools in Ovia North East Local Government Area
2. the extent which lack of ICT skills influence the learning of History education in secondary schools in Ovia North East Local Government Area

3. the extent which poor funding influence the learning of History education in secondary schools in Ovia North East Local Government Area
4. the extent which lack of infrastructure influence the learning of History education in secondary schools in Ovia North East Local Government Area

Significance of the Study

The findings of this research will be of benefit to History education teachers because it will expose them to the benefits of using ICT in teaching History education courses. The students will also find the results of this study useful because it will expose them to the strategies of teaching and learning of History education. With ICT facilities in a school, the students can interact with others, using the computer. There is no doubt that these strategies and technologies will help them achieve and improve their learning outcome and the objectives of History education

Moreover, curriculum planners would explore the findings of this study and incorporate its recommendations in planning the History education curriculum for effective teaching and learning. The findings of this study will help curriculum planners to ensure that the curriculum of History education contains learning experiences that are within the everyday experiences of the students. The curriculum planners will also benefit from the findings it will also alert them on the importance of adoption of ICT facilities to ensure proper actualization of the objectives of the subject. Also, the findings of this study will help the government to stand to its responsibility of providing ICT facilities for higher institutions because if ICT facilities are provided to schools, it will enhance teachers and students performance, decrease teachers' workload and stimulate effective teaching and learning .

The findings would equip History education teachers in utilizing appropriate ICT facilities as instructional strategies that will help to enhance student performances both in internal and external examinations. Finally, it is expected that this study will also serve as available data and literature for future researchers.

Scope and Delimitation of the Study

The study is meant to examine the challenges of adopting ICT in teaching History in secondary schools in Ovia North East Local Government Area. This study will be restricted to students in public secondary schools in Ovia North East Local Government Area.

Definition of Terms

Adoption of ICT: The acceptance of information communication technologies in organizations.

History: an academic discipline that study of entire human past as it actually happened, it connotes man's attempt to describe and interpret the significant things about past and lastly,

Teaching: the practice implemented by a teacher aimed at transmitting skills (knowledge, know-how, and interpersonal skills) to a learner.

ICT- Information and Communication Technology

Learning: the process of acquisition of knowledge or skills through study, experience, or being taught.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviewed several literatures relating to the topic. The review will be conducted under the following sub-headings:

- History Education
- Concept of ICT
- Extent Which Unavailability of ICT Devices Influence the Teaching of History Education
- Extent which lack of ICT skills Influence the Teaching of History Education
- Extent which poor funding influence the learning of History education in University of Benin
- Extent which lack of infrastructure influence the learning of History education
- Summary of Literature Reviewed

History Education

The word History is derived from the Greek word historic meaning "an inquiry', 'a story', 'an investigation of man's past' (Molagus, 2017). History is an organized account of past events collected together through several methods such as written records, oral traditions Archaeology etc. History is an inquiry into the inevitable changes in human affairs in the ways these changes affects. Influences or determines the patterns of life in the society. History is an attempt to re-think the past. The various definitions given above shows that history is more than mere accumulated historical facts meant to be committed to memory and be regurgitated during examinations. The lessons there- in are discovered when the facts are examined and given meaningful interpretations.

Generally, history is the memory of human experience. If human experience is ignored and forgotten we would cease to realize our responsibility. We would be in darkness about our own identity. History as a discipline has many definitions. It could be viewed from traditional definitions of history, modern definitions of history, from layman point of view, etc. The layman can define history as the story of mankind or the activities of men and women in the past. Others can see it as the record of the life and work of people in the past, while some will relate the term to the study of man in his environment. In essence, people see history as the record of lives of the societies of man, all the changes which the societies have gone through, all the materials conditions which helped or hindered development and the conditions of the present as a guide for the future. There is no doubt, that the term, history means different things to different philosophers of history. (Ajayi, 2015).

History is an academic field of study being studied in most public and private Nigerian tertiary institutions, particularly, Colleges of Education and conventional Universities. Although it is a teaching subject precious in both Primary and Secondary Schools, it is an academic of study in tertiary institutions. While History is now a compulsory subject in Primary and Junior Secondary Schools, it is an optional subject in the Senior Secondary Schools. At the Senior Secondary School level, History is being offered as a subject in International and National Examinations being organised by the West Africa Examinations Council (WAEC) and National Examinations Council (NECO) respectively. Also, History is one of subjects being offered at Advanced Level as well as at United Tertiary Matriculation Examination (UTME), an examination being conducted by Joint Admission and Matriculation Board (JAMB) for prospects candidates seeking tertiary education in the country.

History as a subject fall within the general art and has for a long time enjoyed a place in Nigeria's school curriculum especially in senior secondary level until it was banned by Nigeria's government in 2010 and re-introduced eventually in 2017 whilst being introduced to primary and junior secondary levels. Education at junior secondary school level is the bedrock and foundation for higher knowledge in senior secondary level and tertiary institutions. It is an investment as well as instruments for achieving technological, scientific, cultural, social and political developments. However, no nation can function academically, politically, culturally, socially and economically when her students lack knowledge about her past. It can be likened to a nation living without memories or brain hence the need for teaching and learning of History to be taken seriously as it has the capacity to destroy the country's younger generation and future workforce (Adesola, 2022).

At the tertiary level, History is being offered as an academic discipline. For instance, in most public and private Colleges of Education in Nigeria and Faculties of Education, History is combined with other disciplines. In other words, History is not offered as a single discipline. Undoubtedly, the importance of History in nation building process. History does not only serve as a bedrock for other disciplines, but also provides man with the understanding of the process of change and continuity in human society. Notable among the importance of teaching and learning History in the Nigerian educational. Adesola (2022) outlined some importance of history education as follows:

1. The teaching of History enables the next generation to know about themselves and their environment. Through the teaching of history, people know their places of origin, cultures, and the nature of internal and external relationships that had existed in the past.

2. We teach history for the purpose of promoting national consciousness. The teaching of history makes us to know the origin and historical development of our country. It accounts for the contributions of heroes and heroines in the socio-economic and political development of the nation. This creates in us the spirit of national consciousness, identity and patriotism.
3. The teaching of history plays important role in fostering national unity and integration. Through systematic study of history, people would know the nature of interaction and interrelationship among the various tribes and ethnic groups in the nation. This fosters the spirit of unity and togetherness among the citizens.
4. The teaching of history helps to understand the process of change and continuity in human society. Human affairs in Nigeria have passed several historical periods, namely pre-colonial, colonial and postcolonial periods.

Concept of Information and Communication Technology (ICT)

Information and communication technology (ICT) is an umbrella term that includes any communication devices or application, encompassing; radio, television, cellular, phones, computer and other network hardware and software, satellite system and among others, as well as the various services and application associated with them, such as video conferencing and distance learning. Information and communication technology is a set of tools and application that are facilitated by electronic means to capture, store, process, transmit and display information. Ogechukwu and Osuagwu (2018) claimed that ICT has no universally accepted definition because the applications and technology involved constantly keep changing almost on

daily basis. ICT according to him deals with digital data and the ways of storing, retrieval, transmission and receipt of information. However, Ogechukwu and Osuagwu asserted that Information and Communication Technology is the processing and maintenance of information and the use of all forms of computer communication network and mobile technologies to mediate information.

The concept of Information and Communication Technology is used to describe an array of technological gadgets ranging from computer to modern media gadgets which are primarily used to share and communicate information. Information and communication technology' (ICT) is the catch – phrase used to describe a range of technologies for gathering, storing, retrieving, processing, analyzing and transmitting instruction (Uroko, 2016). Zwass (2006) defined ICT to include information processing technologies such as computers and the internet, line telecommunication, mobile phones and other wireless communications, networks, broadband, and other different types of devices ranging from barcode scanners and Braille readers global positioning systems. The Association of African Universities (2013) defined ICT as “a shorthand for the computers, software, networks, satellite links and related systems that allow people to access, analyze, create, exchange and use data, information and knowledge in ways that, until recently, were almost unimaginable. ICT refers to the infrastructure that brings people together in different places and time zones, with multimedia tools for data, information, and knowledge management in order to expand the range of human capabilities”.

Information and Communication Technology (ICT) generally refers to a range of communication systems, devices, applications, and services (such as mobile phones, computers and the internet), offers powerful tools to change and foster new economic opportunities for citizens. ICT is widely viewed as a means of effecting changes in business process. These

changes if properly implemented can translate directly to wealth maximization and other economical development. It is a fast growing new technological era, Nigeria both in education and in the job market. One can be in his sitting in their own house anywhere in the world without going to or attending the work place (Amadi, 2018). Significantly, ICT has three positions in the curriculum namely, learning about ICT, learning with ICT and learning through ICT. While learning about ICT means to ICT as a subject of learning in the school curriculum, learning with ICT focuses on the use of ICT as a major means to facilitate effective instruction or communication (Akudolu, 2017). Learning through ICT means to integrate ICT as an essential tool into a course/Curriculum, such that the teaching and learning of that course/curriculum is no longer possible without it". Based on this argument, one can argue that ICT can be an instructional medium or a source for learning. It can also be integrated in the learning process so that learning takes place through the learner's interaction with the facilities or technologies. Consequently, ICT in education can be considered as discipline, resource and key skill. Within these three broad areas, ICT offers enormous benefits to effective teaching and learning in educational institutions. This is because ICT education helps to equip learners with concrete knowledge and skills (Akudolu, 2017).

The various ICT facilities used in the teaching and learning process according to Bamidele (2016) include; radio, television, computers, overhead projectors, optical fibres, fax machines, CD-Rom, internet, electronic notice board, slides, digital multimedia, video/VCD machine and so on. According to Ajayi (2014) the use of these facilities involves various methods which include systematized feedback system, computer-based operation/network, video conferencing and audio conferencing; internet/worldwide websites and computer assisted instruction. It should be stressed that the effective use of the various methods of ICT in teaching

and learning depends on the availability of these facilities and teachers competences in using them. From these definitions, ICT could be defined as processing and sharing of information using all kinds of technologies for the manipulation and communication of information.

Benefits of Integrating ICTs in History Education.

Information and communication technology (ICT) remains a major force that has changed many aspects of human endeavours. The impact of ICT on various fields of human endeavour such as medicine, tourism, business, law, banking, engineering and architecture among others over two or three decades has been enormous. Tina (2019), defined Information and Communication Technology as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information. These technologies include computers, electronic data processing, telecommunications, audiovisual equipments, the internet and related services. The term ICT is referred to as a convergence of technologies that include the computer and microprocessor technology which enable users to access, store, transmit and manipulate information.

In History Education, learning is a conscious effort to acquire skills and experience. During teaching and learning in History Education, learners play active roles through a successful skill oriented individual programme. Through the use of ICTs, the learners are expected to play active role in making decision and accepting responsibilities. Their use of ICT is expected to enhance their better understanding in learning and applying same in their various endeavour in the world of work. Consequently, there are several reasons for Nigeria tertiary institutions to embrace the ICT in a pedagogical meaningful way.

The utilization of network technologies creates, fosters, delivers and facilitates learning and study anytime, anywhere and anyhow. It brings learning to your door step in an affordable learning environment, learning made easy, flexible and enjoyable! Besides, it is learner centered as it gives possibility of customizing the learning and teaching materials to the characteristic and needs of the learners. It saves teachers time and energy in teaching and demonstrating difficult concepts, theories and principles thus making presentation exciting using ICT. The ICTs gadgets are not in any way affected by noise but aids information verification instead of being confused and lost in thought in trying to assimilate and comprehend what the teacher says in a noisy clouded classroom as obtained in most Nigerian tertiary institutions where are inadequate classroom space and number of teachers to adhere with the NUC, NBTE and NCCE stipulated students' staff ratio and classroom space provision, interactive e-learning package aid teachers in getting accurate feedback from learners. It makes the teacher active and work ahead of students because they will be occupied preparing next instructions of software's to be worked on by students so it does not make teachers redundant. Redundancy which inhibits most conservative teachers is totally eliminated.

Utilization of ICT in History Education helps students to become independent learners, develop critical thinking and problem solving strategies or policies, thereby discouraging spoon feeding. Integration of ICTs enhances the quality of education by helping teachers to do their jobs and by helping students to learn more effectively. Teachers need to take the front role in applying technology innovations to the teaching and learning process [Jung, 2005]. Universities in the developing world can learn a lot of valuable lessons from the best practices around the world. There is no formula for the successful integration of ICTs, but strong policies need to be formulated and proper planning has to be done for the integration of ICTs to be successful.

There is a positive relationship between ICT and the effective teaching and learning of History in the Nigerian educational institutions. There is no doubt the fact that teaching and learning in the 21st century have developed within the framework of theory and practice. In this technological age, the application of information and communication technologies helps to make classroom instruction more effective and efficient. As argued by Alvin Toffler, “the illiterate of the 21st century, will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn” (Alvin Toffler, cited in Shikshak, 2019). According to Haddad and Jurich, (2022), there are four basic issues in the use of ICTs in education in the 21st century, namely effectiveness, cost, equality and sustainability. They pointed out that, in recent years, there has been an upsurge of interest in how ICTs most importantly computers and the internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings (Haddad and Jurich, 2022).

Extent Which Unavailability of ICT Devices Influence the Teaching of History

ICT facilities according to Akuiolu and Olibie (2017) include phone, fax, video conferencing and electronic whiteboards. These facilities ought to be available as they have considerable impact in teaching and learning. Research (Davies and Desforges, 2017) shows that quality of learning can be significantly enhanced when ICT is utilized as intellectual multi-tools. However, these laudable benefits cannot be realized in our secondary schools if ICT facilities are not available in teaching and learning. According to Oni (2019), one other important factor necessary for achieving the objective of teaching and learning in History education is the extent to which available ICT facilities are utilized. ICT facilities even after they are provided should be properly utilized for positive result attainment

Inadequate information communication technology facilities have been identified as one of the major problem hindering the development of public universities in Nigeria. Many

researchers have conducted a research on ICT availability in public universities in Nigeria. For instance, Alojaiman, (2013) conclude in his study that another challenge militating against the deployment of ICT in Nigerian Tertiary institutions is the lack of facilities. Ogunode, Abubakar, Abashi, Ireogbu & Longdet (2021) did a research and the result collected and analyze revealed inadequate ICT facilities, unstable power supply, unstable internet service, high cost of ICT facilities, poor computer Literacy among academic planning officers, poor implementation of ICT policies in the universities, poor maintenance culture among the academic planning officers, lack of technical support for repairs and maintenance of ICT facilities by universities technicians and poor ICT capacity development programme for Academic planning officers are the challenges preventing effective utilization of ICT by academic planning officers in federal university Wukari, Nigeria.

Ezeuwa (2021) noted that most public institutions in Ebonyi State presently and in all ramifications appear to have ICT facility-related problems. It is sad to hear the often-negative opinion of most members of the public especially the computer literate class about some secondary school leavers on their lack of ICT. It is pertinent to note that ICT facilities in Nigerian University are inadequate and many university libraries in Nigeria are yet to take advantage of ICT as reported by Nwezeh and Shabi (2021). Mabawonku and Okwilagwe (2014) in their study discovered that computers were not available or were insufficient in most Nigerian schools, where available; they were not connected to the Internet. They further stated that the laboratories were not well equipped for demonstrations in courses like cataloguing and classification, software applications and in other courses.

Oluwadare (2018) also claimed that available computers in some institutions are treated like sacred cows, students are restricted from entering computer laboratory. In some of the

institution, students claim that they see the computers but not allow to neither come close to it nor touch it. Some heads of department in these institutions agreed to that, standing on the ground that the computers are few and expensive, as a result students are restricted from operating them without close supervision as to avoid spoilage. This is in support with study by Iweh and Ufot (2012) which revealed that business education departments in some universities, polytechnics and colleges of education lack adequate computer studio as a result, these institutions continue with the use of traditional method of teaching. This is not different from the study by Egbri (2012) which also revealed that ICT resources are not available for teaching and learning of business education in University of Benin. Duktur, Barko and Zakka (2016) in their own report stated that there are not enough ICT resources in colleges of education in North Central Zone of Nigeria.

This submission is confirmed by Ogunode (2021) who submitted that many tertiary institutions in Nigeria do not have ICT facilities to implement teaching programme and many academic staff and students do not have access to function ICT facilities to support their academic activities and learning. Observed that problems hindering the adoption of ICT in the Nigerian educational institutions include shortage of infrastructural facilities like hardware, software, bandwidth access, lack of skilled manpower, unstable power supply and high cost of ICT. Babatunde & Paschal (undated) and Idowu & Esere, (2013) submitted that lack of facilities is one of the challenges militating against the deployment of Information and Communication Technology in Nigerian Universities. This is evident in the fact that Nigeria universities lack basic office gadgets and technologies like computer, printers, faxing machines, photocopiers, binders, projectors etc. This is appalling compared to other universities of the world, not to even talk of internet connection. These basic facilities contribute to the challenges facing deployment

of information and communication technology in Nigeria universities, as no university can function effectively in this modern trend of ICT without these facilities. It is important, in that apart from educational training these office gadgets and technologies are needed to equip students for future office and corporate activities after their studies.

Extent which Lack of Funding Influence the Learning of History Education

Funding is key to the realization of universities objectives and programme. Adequate funding is needed for the smooth administration of the universities. Adequate funding will enable universities acquire all the human and materials resources needed for the implementation of teaching programme research programme and community service programme. Educational funding comes from different sources, the major one is public revenue from taxation. In Nigeria, educational funds are reported to be distributed among primary, secondary and tertiary educational levels in the proportion of 30 percent, 30percent and 40 percent respectively (Balurni, 2013).

Akem (2018) asserted that funding has significant impact on teaching in secondary schools because it is through funding that instructional materials are made available and teachers use the instructional materials to aid teaching. According to Akem, the types of facilities available or their absence would influence greatly the type of teaching methods, hence the ability of students to learn effectively. Ogunode, Adamu & Ajape (2021) observed that inadequate funding of ICT programme in the Nigerian public universities is responsible for the poor utilization of ICT for delivering of teaching programme by the academic staff in the different higher institutions spread across the country. The funding of ICT programme is very poor and causes poor development of the ICT in major public universities across the country. Inability of

the Nigerian government at every level to allocate adequate funds for the administration and management of ICT in the Nigerian higher institutions is the reasons behind why many school administrators cannot afford to purchase ICT for academic staff to be deploy for teaching, give assignment and online marking. The budgetary allocation for the entire educational institutions in Nigeria is below the 26% of the recommendation for developing countries like Nigeria to annually allocate for the administration and management of education. The inability to meet this requirement is among the basic reasons for poor development of ICT facilities in the various higher institutions in the country. The state of ICT infrastructural facilities is in comatose in many higher institutions in the country as a result of poor funding

Inadequate funding of ICT programs in the Nigerian public primary schools is one of the major challenges to effective utilization and integration of ICT into the student learning programs. The allocation for the administration and management of public primary schools in Nigeria is inadequate. The education of Nigeria has not been encouraging by the various three tiers of government. The annual allocation for the administration of education is below the recommendation of UNESCO 26% for developing countries like Nigeria. Therefore, Nigeria is below the UNESCO recommendation education allocation for the past six years. Punch (2021) reported that in 2016, the first budget prepared by Buhari's regime after taking over from former President Goodluck Jonathan in May 2015, the Federal Government allocated N369.6bn which amounted to 6.7 percent of the national budget of N6.06tn to education, while in 2017, N550.5bn; 7.38 percent of the N7.29tn budget was allocated to the sector. In 2018, N605.8bn, out of N9.12tn budget, representing 7.04 percent was allocated to education; in 2019, it was N 620.5bn, representing 7.05 percent of the N 8.92tn budget. In 2020, N671.07bn of N10.33tn which amounted to 6.7 percent was allocated to the sector; while in 2021, the sector got N742.5bn of

the N13.6tn budget, representing 5.6 percent. There are many reasons for the poor funding of education in Nigeria and these reasons include the insecurity problem, fall in revenue generation, lack of political will, and corruption. The poor funding of public primary schools is responsible for poor usage of ICT by students for learning in their respective schools. Gbadamosi (2006) observes that inadequate funding is a major challenge that has negatively affected many areas of education in Nigeria. Areas it has affected include funding of ICT projects, training, and retraining of teachers, provision of technological infrastructure, development and maintenance of software packages and electricity.

Ogunode & Onyekachi (2021) concludes that Nigerian government is not implementing the UNESCO 26% annual budget for education and the problems affecting educational financing in Nigeria include; Short fall in national revenue, compete from other sector, corruption, insecurity, natural disaster and lack of political will to implement UNESCO recommendation on education and the effects of underfunding education in Nigeria include inadequate infrastructural facilities, inadequate professional teachers, shortage of instructional materials, poor quality of education, poor capacity development, poor supervision and strike actions. The poor funding of education in Nigeria is affecting the implementation of National policy on Gender in Basic Education in Nigeria

Ogunode, Garba, & Ajape (2021) identified: inadequate funding of ICT programme, inadequate ICT facilities, poor internet services, unstable electricity, high cost of ICT facilities, poor implementation of ICT educational policies, poor ICT literacy of academic staff and institutional corruption as the challenges preventing academic staff from using ICT(s) for teaching in the Nigerian public universities. Bexheti, Ismail & Cico (2015) carried out a study on the impact of funding tertiary education on teaching and learning in South – East European

University. The research involved academic and Administrative Staff engaged in the teaching process from all faculties of the University with a sample size of 118 representing 59 percent of the population. Descriptive statistics were used for analysis; the study found out that almost all teachers in the survey were aware of the major funding problem in tertiary institutions. The study was conducted in tertiary institutions.

It is unfortunate that funding of public universities in Nigeria is not adequate and this is affecting the development of the universities. Inadequate funding of ICT programme in the public universities is among the factor responsible for shortage of information communication technology facilities. Ogunode, Hammadu, Ahmed, &Ojo (2021) that many public tertiary institutions in Nigeria are underfunded. School administrators are not having access to adequate funds for the implementation of school programme. Many ICT facilities are not available in the institutions due to poor funding. Ogunode (2021) disclosed that inadequate funding is a major problem facing the administration of public higher institutions in Nigeria. He went further to said the inability of the government to implement the UNESCO 20% recommendation for educational budget annually is among the factors responsible for the underdevelopment of Nigerian higher institutions.

Extent which Lack of ICT Skills Influence the Teaching of History

The influence of teacher competency or skills in integrating Information and Communication Technology (ICT) into learning models is crucial. Teachers play a vital role in the effective integration of ICT in the education system. They need to be knowledgeable and skilled in using ICT tools and resources to enhance students' learning and improve teaching practices (Chen & Liang, 2013). Teacher competency in ICT integration can be defined as a teacher's ability to use technology effectively in their teaching practices, create instructional

materials, and assess student learning using technology (Papastergiou, 2009). This includes having the necessary knowledge and skills in using software, hardware, and other ICT tools and resources, as well as an understanding of how these tools can be used to support and enhance student learning.

Teachers' computer experience relates positively to their computer attitudes. The more experience teachers have with computers, the more likely that they will show positive attitudes towards computers (Rozell & Gardner, 1999). Positive computer attitudes are expected to foster computer integration in the classroom (van Braak, Tondeur & Valcke, 2004). For successful transformation in educational practice, user need to develop positive attitudes toward the innovation. Integration of ICT into pedagogical practices will seriously be compromised if teachers possess little or no knowledge of ICT. Kadel (2024) noted that regardless of the quantity and quality of technology available in classroom, the key to how ICTs are used is the teacher; therefore, teachers must have the competence and right attitude towards technology. ICT can do wonders in classroom if used wisely by well –trained teacher. According to Marija and Palmira (2007) ICT competencies can be classified into two: Basic and educational ICT competence. Competence can be said as having the necessary skills or knowledge or the ability to make use of relevant attributes to particular task. These attributes include; high levels of knowledge, values, skills, personal dispositions, sensitivities, capabilities and the ability to put these attributes into practice in an appropriate way (Commonwealth Department of Education, Science and Training, 2022)

Newhouse (2021) found that many teachers lacked the knowledge and skills to use computers and were unenthusiastic about the changes and integration of supplementary learning associated with bringing computers into their teaching practices. There are several impediments

to the successful use of information and communication technology in schools in Nigeria. These are: cost, weak infrastructure, lack of skills, lack of relevant software and limited access to the Internet. Others include knowledge explosion, decreasing interest in, and facilities for, conventional methods of studying, increasing class size, and constraints relating to logistics, physical facilities, and time factor. Likewise, a lack of ICT skills is a serious obstacle to integration of technologies into science education (Al-Alwani, 2015). Empirica (2016) produced a report on ICT use in European schools. The data used for the report came from the Head Teachers and Classroom Teachers Survey carried out in 27 European countries. The findings showed that teachers who do not use computers in classrooms claim that “lack of skills” are a constraining factor preventing them from using ICT for teaching. Another worldwide survey conducted by Pelgrum (2001), of nationally representative samples of schools from 26 countries, found that teachers’ lack of knowledge and skills is a serious obstacle to using ICT in primary and secondary schools.

Ogunode (2020) submitted that many academic staff in the Nigerian higher institutions are not computer literate and this is affecting the rate at which they are using ICT for teaching in the various institutions. Ogunode (2020a), Umar, Rosnaini, (2018) and Idowu, Esere, & Iruloh, (2017) submitted many academic staff in the Nigerian higher institutions are not ICT computer literate and this is limiting their usage of ICT for carrying out academic services. Computer illiteracy is another challenge of ICT in Nigeria universities. This is due to the fact that an average Nigeria University staff is not computer literate, which is disappointing in this modern digital era. No doubt that most of them may have at some point studied computer application or gone for basic computer training, but computer training without continuous practical is as good as nothing, as practice makes perfect. Computer illiteracy in this current age of ICT boom is

really a great threat to any establishment, talk more of an educational institution as almost all human activities depends on ICT (Anene, Imam, & Odumuh, 2014).

Livinus, (2013) did a study and find out that 50% of the respondents have tried to use computers while about 7.5% of them being non-academic counterparts do not. A percentage of 38.5 of academic staff and 33.5 of the non-academic staff were not computer literate. Only 11.5% academic and 16.5% non-academic were literate in computers. 37.5% and 44.5% of academic and non-academic staff respectively have no computers of their own. 37% and 33.5% of academic and non-academic staff respectively cannot make use of a computer. 13% academic and 20.5% non-academic staff respectively can surf the internet. On the whole, the level of computer literacy among the staff of the college is unimpressive. It is worthy of note that more non-academic than academic staff are computer semi-literate.

The results of a study conducted by Balanskat (2016) have shown that “many teachers still chose not to use ICT and media in teaching situations because of their lack of ICT skills rather than for pedagogical/didactics reasons” while “in the Netherlands ... teachers’ ICT knowledge and skills is not regarded any more as the main barrier to ICT use” (p. 50). Hence, lack of teacher competence may be one of the strong barriers to integration of technology into education. It may also be one of the factors involved in resistance to change This is a very serious problem because teachers cannot inculcate the desired learning to the students if the ICT facilities are not available. Moreover, there are not enough engineers on the area of computer repairing so when there is faults it becomes a problem to repair them or even get their spare parts.

Nwasinachi and Bernadette (2018) conducted a research on the assessment and projected application of ICT usage amongsecondary school teachers in Enugu State, Nigeria. According to the findings, teachers in the respondingschools were not well-versed in ICT use. This

demonstrates how little ICT is used in Nigerian secondary schools for teaching and learning. Teachers are not aware of how to use ICTs for pedagogical purposes; instead, they prefer the old fashioned chalk and talk method. Eze (2020) opined that during teachers' field training, most teachers in training do not have access to technologically enriched classroom. Rather they are exposed to classrooms where they use chalk board to teach. This does not give trainee teachers opportunity to explore the little knowledge gained in the area of ICTs. Kweka and Ndibalema (2018) investigated constraints hindering adoption of ICT in government institutions: The case of Hanang District. The study revealed that, most of the teachers were not competent to use ICT in teaching and learning because of lack of exposure to digital materials and facilities

Extent which Lack of Infrastructure Influence the Learning of History

ICT infrastructure can support more powerful and complete knowledge building experiences for learners if there are integrated well-designed technologies (Giordano, 2007) . ICT infrastructure provide learning environment that allow students to learn by solving problems, to think for themselves and to collaborate with others (Kimanzi, Bwire, & Miima, 2018). They create learner centred environment by motivating learners through combining text, sound, colour and moving images that enhance content for easier learning and facilitate acquisition of basic skills through practice (UNESCO, 2008).

Unfortunately, most developing countries have limited application and use of the ICT infrastructure in Education in spite of elaborate ICT policies in Education being in place. As a result, we have on one hand, the developed countries that have fully adopted digital technology and on the other hand, the developing countries (including Sub-Saharan African countries) that have lagged behind in the adoption of the digital technology. ICT infrastructure has been an impediment in the adoption and integration of ICT in teaching and learning. The average access

to the ICT infrastructure is one computer to 15 students in developed countries but in Africa it is very low with Kenya having an average computer student ratio of 1:45 at college level (MoEST, 2005). This low infrastructure ratio cannot support acquisition of competencies in ICT use for teaching and learning. Other studies supporting the assertion observes that teachers' beliefs, school culture, old curricula and traditional teaching approaches are other hurdles that constrain the effective use of ICT in education (Arnold & Sangrà, 2018) .

In Nigeria, a formidable obstacle to the use of information and communication technology is infrastructure deficiencies. Computer equipment was made to function with other infrastructure such as electricity under “controlled conditions”. For the past fifteen years Nigeria has been having difficulty providing stable and reliable electricity supply to every nook and cranny of the country without success. Currently, there is no part of the country, which can boast of electricity supply for 24 hours a day except probably areas where government officials live. The few Internet access available in Nigeria is found in urban centres. These environmental realities are difficult to manage because fans, sealed rooms and stable electricity are lacking in many urban homes and rural areas

One of the primary challenges for ICT adoption is the lack of adequate ICT infrastructure. Many schools lack access to reliable electricity, internet connectivity, and telecommunication networks. The absence of these basic infrastructure components hampers the establishment and functioning of ICT services, making it difficult for rural residents to connect and utilize digital technologies effectively (Oni, 2019).

Lack of ICT infrastructure could be a serious obstacle to use of ICT in teaching and learning in secondary schools, especially in developing countries like Kenya. Without ICT infrastructure, Kenya cannot integrate ICT in schools to levels expected or required. ICT

infrastructure planning and investments are therefore critical if Kenya's huge economic and developmental potential are to be realized. The availability of ICT facilities in schools in Kenya is still very poor. In an attempt to investigate availability and access to the Internet, Kenya School found that email was yet to be recognized as a tool for collaboration among students and teachers (Moyo, 2009). It went on to affirm that in the schools surveyed, access to the Internet was severely limited and when available was only for administrative use. The study found that almost 40% of these schools had less than 10 computers, and were therefore inadequate for use in teaching and learning. More than 20 per cent had less than 5 computers, indicating that the computers were mostly for administrative use. Only a third of schools studied had computer laboratories.

Summary of Reviewed Literature

There is no denying that information and communication technology (ICT) has become a must-have in daily life. ICT advancements have had a significant influence on virtually every aspect of human life. In service industries including banking, health care, transportation, and education, the impact has been well-documented. Despite the apparent benefits of adopting ICT for educational purpose, it has been observed that over the years the teaching and learning process in History education seem to be at its crudest form as teachers are yet to fully adopt ICT for teaching and learning. This ugly situation no doubt could influence the teaching and learning of History. This study is to examine the challenges of adopting ICT in teaching History in higher institutions using University of Benin as a case study.

CHAPTER THREE

METHODOLOGY

This chapter presents the method and procedure used in carrying out the study. They are discussed under the following sub-headings: Research Design , Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis

Design of the Study

The researcher employed the use of descriptive survey design in the study. The design was adopted for the study because it was a description of already existing phenomenon.

Population of the Study

The population of this study consist of the twenty-eight (28) public secondary schools in Ovia North East Local Government Area of Edo State with a total of 11, 206 (eleven thousand, two hundred and six) students in both junior and senior secondary schools.

Sample and Sampling Technique

A sample size consisting of 60 (sixty) SS1 students from six (6) selected public secondary schools in Ovia North East Local Government Area of Edo State. The random sampling technique was used to randomly select the students from the population.

Research Instrument

The Instrument for data collection in this study was a structured questionnaire developed by the researcher titled “Challenges of Adopting ICT in teaching History Questionnaire” (CAICTQ). The questionnaire was made up of two sections, section A and B. Section A

comprised of personal data of the respondent while Section B was segmented into clusters organized in line with the research questions raised to guide the study. Items on the instrument were responded to on a four response option of Agree A) Strongly Agree (SA) Disagree (D) and Strongly Disagree (SD).

Validity of the Instrument

The face and content validity of the instrument, the research questionnaire was presented to the project supervisor for validation. The supervisor's observations, suggestions and correction were incorporated in the final copy of the instrument and thereafter used for the study.

Reliability of the Instrument

To determine the reliability of the instrument, ten (10) questionnaire were administered to students who were part of the population but not part of the sample. The data collected will be analyzed using the Cronbach Alpha Statistics to determine the coefficient value.

Method of Data Collection

The researcher visited the students selected for the study in company of one research assistant. Thereafter, she informed the principal of the aim of the study and after approval was granted, she went to the classrooms and explained to the students how to fill the questionnaire. The questionnaire were administered to the respondents and retrieved immediately after the respondents have filled them.

Method of Data Analysis

Data obtained from the questionnaire administered were analyzed using percentage, mean statistics and standard deviation. A critical mean of 2.5 was adopted in line with the rating scale, mean response of 2.5 and above was regarded as Agree while responses receiving mean score less than 2.5 was regarded as Disagree.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study

Presentation of Results

Data collected to answer the research question was answered using mean and standard deviation.

The result was shown in Table 1-4

Research Question 1: What extent does unavailability of ICT devices influence the learning of History

Table 2: Mean and standard deviation showing the the unavailability of ICT devices influence the learning of History education

S/N		N	Mean	SD	Remarks
1	There are computers for teaching of History	60	2.00	.000	Disagree
2	History lessons is usually taught with the aid of projectors	60	3.20	1.15	Agree
3	Most times, learning materials are gotten from the internet	60	2.14	1.326	Agree
4	Most of the ICT devices are not in good conditions	60	3.48	0.96	Agree
5	There are few ICT devices for teaching History	60	2.99	1.26	Agree

In response to research question one, Table 1 shows that the respondents rated item two, three, four and five as agreed with a mean rating ranging from 2.14 to 3.48 while item one was rated as disagreed with a mean of 2.00. The standard deviation also ranges from 0.96 to 1.26. With these results, the above mean score shows that unavailability of ICT devices influence the learning of History to a high extent

Research Question 2: What extent does lack of ICT skills influence the learning of History?

Table 2: Mean and standard deviation showing extent which lack of ICT skills influence the learning of History

S/N	Item	N	Mean	SD	Remarks
1	History lecturers can operate ICT devices like computers	60	3.34	1.094	Agree
2	Some history lecturers cannot set up projectors when they want to teach	60	2.10	.810	Disagree
3	Some lecturers find it difficult to operate computers	60	3.51	.893	Agree
4	Students find it hard to learn under lecturers who do not have adequate ICT skills	60	3.12	1.174	Agree
5	Having ICT skills enhances the teaching of History	60	3.46	.904	Agree

Research question three (What extent does lack of ICT skills influence the learning of History depicted that the respondents rated item one, three, four and five as agreed with a mean rating ranging from 3.12 to 3.46. The standard deviation also ranges from .904 to 1.174. while item two was rated as disagreed with a mean score of 2.10 and standard deviation of .810. With these results, the above mean score shows that lack of ICT skills influences the learning of History.

Research Question 3: What extent does poor funding influence the learning of History?

Table 3: Mean and standard deviation the extent to which poor funding influence the learning of History

S/N	Item	N	Mean	SD	Remarks
1	History education is not adequately funded by government	60	2.99	1.26	Agree
2	Some 21 st ICT devices are unavailable because there is no much funds to buy them	60	3.39	.973	Agree
3	Poor funding affects students learning in History	60	3.39	.973	Agree
4	Some ICT devices are expensive and History department cannot afford them	60	3.12	1.174	Agree
5	Some important history books are not available due to poor funds	60	3.39	.973	Agree

In response to research three, (What extent does poor funding influence the learning of History)

Table 3 showed that the respondents rated all the items as agreed with a mean rating from 2.60 and 4.00. The standard deviation also ranges from .000 to 1.174. With these results, the above mean score shows that the learning of History education is greatly influenced by poor funding.

Research Question 4: What extent does lack of infrastructure influence the learning of History?

Table 4: Mean and standard deviation showing extent lack of infrastructure influence the learning of History

S/N	Item	N	Mean	SD	Remarks
1	Poor teacher management practices is one of the causes of teacher attrition.	60	3.00	.000	Agree
2	Deployment process in teaching makes some teachers to leave the job	60	2.60	.853	Agree
3	Some teachers leave their job for personal reasons	60	2.84	.735	Agree
4	Some teachers leave their job to further their studies abroad	60	4.00	.000	Agree
5	Many teachers leave their job because of the distance to their school	60	3.28	.668	Agree

In response to research four, (What extent does lack of infrastructure influence the learning of History) responses presented in Table 4 showed that the respondents rated all the items as agreed with a mean rating from 2.60 and 4.00. The standard deviation also ranges from .000 to .853. With these results, the above mean score suggested that lack of infrastructure significantly influences the learning of History education in University of Benin

Discussion of Findings

Findings from research question one showed that unavailability of ICT devices influence the learning of History to a high extent. Inadequate information communication technology facilities have been identified as one of the major problem hindering the development of public universities in Nigeria. Many researchers have conducted a research on ICT availability in public universities in Nigeria. For instance, Alojaiman, (2013) conclude in his study that another challenge militating against the deployment of ICT in Nigerian Tertiary institutions is the lack of facilities. Ogunode, Abubakar, Abashi, Ireogbu & Longdet (2021) did a research and the result collected and analyze revealed inadequate ICT facilities, unstable power supply, unstable

internet service, high cost of ICT facilities, poor computer Literacy among academic planning officers, poor implementation of ICT policies in the universities, poor maintenance culture among the academic planning officers, lack of technical support for repairs and maintenance of ICT facilities by universities technicians and poor ICT capacity development programme for Academic planning officers are the challenges preventing effective utilization of ICT by academic planning officers in federal university Wukari, Nigeria.

Research question two indicated that lack of ICT skills influences the learning of History. Kadel (2024) noted that regardless of the quantity and quality of technology available in classroom, the key to how ICTs are used is the teacher; therefore, teachers must have the competence and right attitude towards technology. ICT can do wonders in classroom if used wisely by well –trained teacher. According to Marija and Palmira (2007) ICT competencies can be classified into two: Basic and educational ICT competence. Competence can be said as having the necessary skills or knowledge or the ability to make use of relevant attributes to particular task. These attributes include; high levels of knowledge, values, skills, personal dispositions, sensitivities, capabilities and the ability to put these attributes into practice in an appropriate way (Commonwealth Department of Education, Science and Training, 2022) Newhouse (2021) found that many teachers lacked the knowledge and skills to use computers and were unenthusiastic about the changes and integration of supplementary learning associated with bringing computers into their teaching practices. There are several impediments to the successful use of information and communication technology in schools in Nigeria. Ogunode (2020) submitted that many academic staff in the Nigerian higher institutions are not computer literate and this is affecting the rate at which they are using ICT for teaching in the various institutions

Research question three asserted that learning of History is greatly influenced by poor funding. According to Ogunode, Hammadu, Ahmed, & Ojo (2021), it is unfortunate that funding of public universities in Nigeria is not adequate and this is affecting the development of the universities. Inadequate funding of ICT programme in the public universities is among the factor responsible for shortage of information communication technology facilities. They noted that many public tertiary institutions in Nigeria are underfunded. School administrators are not having access to adequate funds for the implementation of school programme. Many ICT facilities are not available in the institutions due to poor funding. Ogunode (2021) disclosed that inadequate funding is a major problem facing the administration of public higher institutions in Nigeria. He went further to said the inability of the government to implement the UNESCO 20% recommendation for educational budget annually is among the factors responsible for the underdevelopment of Nigerian higher institutions.

Finding from research question four depicted that lack of infrastructure significantly influences the learning of History. ICT infrastructure can support more powerful and complete knowledge building experiences for learners if there are integrated well-designed technologies. Arnold & Sangrà, (2018) opined that Nigeria, a formidable obstacle to the use of information and communication technology is infrastructure deficiencies. Computer equipment was made to function with other infrastructure such as electricity under “controlled conditions”. This finding agrees with Oni, (2019). One of the primary challenges for ICT adoption is the lack of adequate ICT infrastructure. Many schools lack access to reliable electricity, internet connectivity, and telecommunication networks. The absence of these basic infrastructure components hampers the establishment and functioning of ICT services, making it difficult for rural residents to connect and utilize digital technologies effectively

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations

Summary

The purpose of this study was to examine the challenges of adopting ICT in teaching History in selected public secondary schools in Ovia North East Local Government Area. Four research questions were raised to guide the study. The study employed a descriptive survey research design. The population of this study will consist of the twenty-eight (28) public secondary schools in Ovia North East Local Government Area of Edo State with a total of 11,206 (eleven thousand, two hundred and six) students in both junior and senior secondary schools. A sample of 60 respondents were randomly selected and used in this study and they were drawn to represent the entire population. The Instrument for data collection in this study will be a structured questionnaire developed by the researcher titled “Challenges of Adopting ICT in teaching History Questionnaire” (CAICTQ).. The data collected were analyzed using mean (\bar{x}), standard deviation (SD) and percentage method. The findings generally showed that unavailability of ICT devices, lack of ICT skills, poor funding and that lack of infrastructure influence the learning of History education.

Conclusion

In order to achieve the objectives of History education in Nigeria, the Nigerian National Policy on ICT recognizes the need for utilization of Information communication Technology (ICT) in education. This recognition brought about the development of specific Information communication Technology (ICT) related policies in the country's education system so that the education system could harness the potentials of ICT for instruction in its schools. Therefore, it can be concluded that ICT have become key tools in educational methodology and curriculum delivery globally because it has become an indispensable instrument for the development of quality teaching and learning in the education system.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government and other stakeholders in education section should provide funds for the procurement and even distribution of ICT devices across public institutions in Edo State for the teaching and learning of History.
2. Nigerian tertiary institutions should source for funds beyond the government to enable them provide adequate computers for the both lecturers and students. The institutions can also partner with non-governmental organisations and private sectors like MTN, CHEVRON etc who are willing to contribute their social responsibilities in order to benefit from such
3. Government should endeavour to employ competent and academically qualified computer technologist without political influence; this would help lecturers and students to guide, operate and maintain the computer accessories for effective performance.

4. Lecturers should be trained and retrained to acquire relevant computer skills so as to be efficient in their academic and administrative duties.
5. Government should provide adequate infrastructures and provide policies to maintain available ones in tertiary institutions

References

- Ajayi I.A. (2018). Towards effective use of information and communication technology for teaching in Nigerian Colleges of Education. *Asian Journal of Information Technology* 2, 7(5), 210-214.
- Ajayi, R.O. (2015). Current problems of history teaching in some Nigeria senior secondary schools, *Ilorin Journal of Education*, 9(6) 55-63
- Akudolu, A.N. (2017). Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. *Eurasia journal of mathematics, science and education*, 5(3), 239-245.
- Alabi, J. A.(2020). Addressing the Challenges in Teaching and Learning History at Senior Secondary Schools in Ilorin West Local Government Area, Kwara State.. *Al-Hikmah Journal of Education*, vol. 4 No 2.
- Amenger, J. (2011). History Teachers perspection of ICT in Promoting Teaching and Learning, University of Cape Coast.Unpublished Dissertation.
- Animba, I. E (2018). Examining the Connection Between Post-Traumatic Disorder and Personality Among Senior Secondary School Students in Agbani Education Zone. *International journal of management, Social Sciences peace and conflict*. vol (2), issue 3.
- Animba, I. E. (2018). Foundation of History for junior secondary school 1-3. Jesuit Educational Books
- Balurni, (2013). Effective integration of flipped classroom strategies for instructional delivery in Geography in Nigerian schools. *International Journal of Innovation and Research in Educational Sciences*, 9(1). 1-10.
- Damkor M., Irinyang, D. J. & Haruna, M. (2016). The Role of Information Communication Technology in Nigeria Educational System. *International Journal of Research in Humanities and Social Studies*, 2(2). 64-68
- Davies, N. and Desforges, M. (2017) Challenges of information and communication technology and business education teachers' productivity in tertiary institutions in Akwa Ibom State. *Business Education Journal* 7 (2), 319-328.
- Ezeuwa, M. (2021) Availability and adequacy of ICT resources in business teacher, education programme of Nigeria. *Business Education Journal* 6 (2), 200 – 215.
- Haddad W, Jurich S (2002). ICT for education: Potential and Potency. In W. Haddad & D. Drexler (Eds.), *Technologies for Education: Potential, Parameters, and Prospects*. Washington, DC: Academy for Educational Development and Paris: UNESCO pp.34-37.

- Jung, I (2005). ICT- Pedagogy integration in Teacher training: application cases worldwide. *Educational and Technology Society*, 8(2), 94-101.
- Nwasinachi, T. and Bernadette, V. (2018). Utilization of ICT facilities for enhancing instructional delivery of Agricultural Science in Nigerian secondary schools. *Library Philosophy and Practice (e-journal)*. 2646. <https://digitalcommons.unl.edu/libphilprac/2646>
- Nweze CMT. (2010.). “The Use of ICT in Nigerian Universities; A case study of Obafemi Awolowo University, Ile-Ife”. *LPPJ*, <http://digitalcommons.unl.edu/libphilprac/494>.
- Nwezeh. N and Shabi, R..G. (2021). The Place of Educational Media in the Teaching and Learning of History in Nigerian Senior Secondary Schools. *Journal of Educational Administration. Planning* 3(1):9-14.
- Ogunode, E.V. (2021) Facilitating Improved Education Service Delivery in Nigerian Universities: The Relevance of Information and Communication Technology (ICT) Revolution. In Babalola J.B., Akpa G.O., Ayeni A.O. (Eds.) *Managing Technical and Vocational Education in the Era of Globalization*. NAEAP Publications. pp.27-35.
- Oluwadare, E. (2018) Challenges of Teaching History in Secondary Schools in Nigeria: The Way Forward. *European Journal of Research and Reflection in Educational Sciences*, 3(4), 38-47.
- Oni, B.O. (2019). Information and Communication Technology ICT in Nigerian Educational System. *Mediterranean Journal of Social Sciences*, 3(3) September
- Shikshak S (2009). Information and Communication Technology for Quality Education Academy of Fine Arts. Vikramshila Educational. Resources Society. pp.1-20.
- Tina (2019), ICT in Education. United Nations Development Report, 6, 1-34.
- UNESCO (2012). Information and Communication Technology in Education: A curriculum for Schools and Programme of Teacher Development. France: UNESCO, Division of higher Education.
- Uroko, 2016). Integrating ICT and other technologies in teacher education: Trends, Issues and Guiding Principles. InforShare: Sources and Resources bulletin. educationcaribbean.com/edocs/ (Accessed 13-09-2012).

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

**CHALLENGES OF ADOPTING ICT IN TEACHING HISTORY IN SECONDARY
SCHOOLS QUESTIONNAIRE (CAITHISSQ)**

Section A (Demographic Data)

Sex: male [] female []

Instruction:

Dear Respondents,

This is a study on the **CHALLENGES OF ADOPTING ICT IN TEACHING HISTORY IN SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL GOVERNMENT AREA**. Please respond to the following statement, by ticking [] in the column that most describes your own reaction using these keys: Strongly Agree (SA), Agree (A), Disagree (D) Strongly Disagree (SD). If you have any question, please ask before you start. Provide the details below and then proceed to answer the questions. Please note that the information you are giving would be used for research purposes and would be treated with confidentiality.

Thank you for your cooperation.

Iwu Ugochi Gloria
Researcher

S/N	ITEMS	SA	A	D	SD
	unavailability of ICT devices and teaching of History education				
1	There are computers for teaching of History				
2	History lessons is usually taught with the aid of projectors				
3	Most times, learning materials are gotten from the internet				
4	Most of the ICT devices are not in good conditions				
5	There are few ICT devices for teaching History				
	lack of ICT skills and teaching of History education				
1	History lecturers can operate ICT devices like computers				
2	Some history lecturers cannot set up projectors when they want to teach				
3	Some lecturers find it difficult to operate computers				
4	Students find it hard to learn under lecturers who do not have adequate ICT skills				
5	Having ICT skills enhances the teaching of History				
	Poor funding and teaching of History education				
1	History education is not adequately funded by government				
2	Some 21 st ICT devices are unavailable because there is no much funds to buy them				
3	Poor funding affects students learning in History				
4	Some ICT devices are expensive and History department cannot afford them				
5	Some important history books are not available due to poor funds				
	lack of infrastructure and teaching of History education				
1	Some classroom where History is taught is small				
2	History students do not have their own classrooms				
3	Some students stands when receiving lecturers because there are no much chairs				
4	Some History lecturers do not have personal office				
5	Learning in classrooms without light and public address systems makes learning difficult				