

**CHALLENGES OF ADOPTING ICT IN TEACHING HISTORY IN
HIGHER INSTITUTIONS: A CASE STUDY OF UNIVESITY OF
BENIN**

BY

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CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by **UGBO PRECIOUS** with Matriculation Number: **EDU2009262** of the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc.Ed) Honours in History Education.

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DEDICATION

This project work is dedicated to God almighty who is the author of knowledge and wisdom for his loving, Grace, and Mercies throughout my academic pursuit in the University of Benin, Benin City

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ABSTRACT

This study assesses challenges of adopting Information and Communication Technology (ICT) in teaching history in higher institutions. Four research questions were raised to guide the study. The population comprised of history education students in University of Benin, Benin City. A sample of 150 was selected for the study. A descriptive survey research design was adopted. Data was collected using a structured questionnaire. The reliability of the instrument was ascertained and Cronbach alpha coefficient of 0.82 was obtained. The online survey method using Google Form was adopted in collecting data from respondents. Data collected was analyzed using descriptive statistics (mean and standard deviation). Results indicated that Internet and online databases did not constitute challenges to adopting ICT in teaching and learning history, there are qualified ICT instructors, however there are experiences/incidences of untrained ICT instructors and shortage of qualified ICT instructors, there are sufficient ICT classrooms/Building, there are occasions of poor teaching methods in using ICT for teaching history. The study recommended that university authorities should as a matter of policy provide regular training and retraining for ICT instructors, government should endeavour to improve on manpower (ICT instructors) in other to ensure sufficiency and effective teaching and learning of history using ICT, instructors should endeavour to engage the best teaching method so as to achieve the learning objectives and stimulate students' interest in learning.

CHAPTER ONE

INTRODUCTION

Background of the Study

The advancement in Information and Communication Technology (ICT) has affected every facet of human endeavours. It is becoming increasingly more powerful and relevant in human activities as it is spreading and dominating many aspects of human endeavour. Information and communication technology (ICT) encompasses a broad range of digital technological advances and tools used for the acquisition, storage, manipulation, and communication of information (Sailer et al, 2021). These include computers, the internet, software applications, interactive whiteboards, and mobile devices (Hodaňová et al, 2020). Using information and communication technology (ICT) in higher institutions, particularly within rural underserved contexts, provides valuable insights into the actual impact of ICT integration on teaching methods, and learner outcomes including educational equity (Rana, 2018). A study by Rodríguez-Jiménez et al (2023) examined the result of a comprehensive teacher proficient growth course in a rural Mexican primary school. The program focused on building teachers' ICT skills and infusing technology into their teaching. The findings indicated significant improvements in both teacher readiness and student outcomes. It has permeated into almost all areas of human activities including tourism, health, commerce, agriculture, education, etc. ICT plays a major role as it enables organizations to better handle the complex information flow and

to use such information for effective formulation of policy and planning to ensure human and societal development. 21st century requires basic skills and competencies which an individual is required to possess for optimal functioning and survival in the digital age. The acquisition of these skills depends on the effective integration of ICT in teaching and learning processes in order to empower individuals for lifelong learning.

Education is a socially oriented activity and is the driving force in the country. The true purpose of education is to transform the innocent and uninhibited student into an inquisitive and well informed citizen equipped with analytical ability and relevant knowledge. In 21st century higher education in the country is experiencing a major transformation in terms of access, equity and quality. Information and communication technologies (ICT) is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. This broad definition of ICT includes technologies as radio, television, video, DVD, telephone, satellite systems, computer and network hardware and software as well as the equipment and services associated with these technologies, such as videoconferencing and electronic mail (UNESCO, 2002). ICT is potentially a powerful tool for extending educational opportunities and can provide remote learning resources. ICT encourage students to take responsibility for their own learning and offers problem centered and inquiry based learning which provides easy access and information based resources. Since the world is moving rapidly towards digital media, the role of ICT in higher education has become

increasingly important. (A. Garcia et.al) E-learning is emerging as an important strategy to provide widespread and easy access to quality higher education. In 21st century higher education in the country is experiencing a major transformation in terms of access, equity and quality. The rapid increase in student enrolment, knowledge explosion, globalization and economic restructuring have contributed to reforms in higher education (Blurton C., 2002). In higher education, ICT can be viewed as the application of digital equipment to all aspects of teaching and learning and involves a combination of technologies for collecting, storing, processing, communicating and delivering of information related to teaching and learning processes. The paper explores the need for introducing ICT in higher education, impact of ICT on learning and key challenges of ICT in higher education Use of ICT in education process can be divided into two categories like ICTs for Education and ICTs in Education. ICTs for education refers to the development of information and communication specially for teaching learning process.

ICTs in education involves the adoption of general components of ICTs in the teaching learning process. New technologies like web based PCs, Mobile phones, satellites , Wi-Fi technology and internet are helping teachers and students to gather and disseminate information (Sukanta Sarkar, 2012). Today several universities, colleges and educational institutions are utilizing the distributed network and multimedia to provide open/distance learning programs. To disseminate the knowledge in higher education, role of ICT is very

important since ICT is used to improve delivery and access to education and tends to improve the understanding of the learner, increase quality of education and increase the impact of education on the economy. Use of different technology like e-mail, electronic forums, audio/video conferencing, television lessons, chat rooms, instant messaging and other forms of computer based communication, wireless technologies etc. can be used in education for different purposes. To disseminate the knowledge in higher education, role of ICT is very important which is used to improve delivery and access to education and tends to improve the understanding of the learner, increase quality of education and increase the impact of education on the economy. ICT involves a combination of technologies for collecting, storing, processing, communicating and delivering of information related to teaching and learning processes. (Bhattacharya, I. & Sharma, 2007, Balasubramanian & Willie ,2009).

ICT policy in higher education aims at preparing youth to participate creatively in the establishment, substance and growth of knowledge society leading to all round socio-economic development of nation. ICT based learning

causes a shift from teacher as a knowledge transmitter, controlling and directing all aspects of learning to a learning facilitator, collaborator, coach, knowledge navigator and co-learner. The integration of ICT in higher education involves the consideration of three important dimensions of innovation such as changes in students' role, changes in teachers'

role and changes in working mechanism of higher education institutions. (Hattangdi & Ghosh 2017)

Higher education institutions globally are adopting ICT teaching and learning technologies to create an environment for both students and teachers to engage in collaborative learning and gain access to more robust information ICT can be extensively harnessed and deployed to improve the pace and level of development in teaching and learning processes. This has made the developed nations to adequately deploy it in their educational systems. Europe, United States of America and other developed nations have continued to witness integration of digital and technological networks in classroom, leading to rampant utilization of interactive whiteboards, educational computer games, virtual learning context, more reliance on internet integration for both classroom and individual study.

ICT adoption in higher institution, when implemented effectively and accompanied by appropriate teacher training and support, can lead to positive changes in teaching methods, learning outcomes, and educational equity, even in rural and underserved contexts. However, they also underscore the importance of context-specific strategies and the need for comprehensive approaches that consider infrastructure, policy, and pedagogical practices.

As the developed nations continue to enrich their educational systems with ICT through comprehensive ICT policies, the developing countries are struggling with the political will to formulate and implement adequate policies that will promote its integration into their educational sectors. While the developed nations use high speed, cost effective fibre-optic technology for connectivity, most African institutions of higher learning are still on satellite connectivity which is very costly and has narrow bandwidth. Studies have shown that in spite of the potential of ICT in improving both quality and access to education, its utilization in the Nigerian educational system is very low. Nigerian government policies and the regulatory agency have not demonstrated enough commitment to integrate ICT into its educational system thereby failing to compete favourably in the new knowledge economy and the competences required to stimulate national development.

Statement of Problems

The challenges confronting the Nigerian educational sector are occasioned by absence of ICT usage, integration and diffusion in the sector noted that until the country takes decisive steps to integrate ICT into its higher education, the challenges that currently characterize the system will remain. All these remarks underscore the fact that the National Information Technology Development Agency (NITDA), an agency charged with the responsibility of formulating and implementing ICT policy in Nigeria has failed in its constitutional responsibility. It is against this background that this project work is to

examine the challenges of adopting ICT in teaching history in higher institutions: a case study of University of Benin

Research Questions

To guide the study, the following research questions were raised.

1. What are the challenges of adopting ICT in Teaching History of Higher Institution in University of Benin?
2. Is there any qualified ICT teachers in University of Benin?
3. How many ICT Class room building are there in University of Benin
4. Are there conducive class room facility for the use of ICT in University of Benin

Purpose of the Study

The purpose of this study is to ascertain the challenges of adopting ICT in Teaching History of Higher Institution in University of Benin.

The specified objective of the study are to find out:

1. The challenges of adopting ICT in Teaching History of Higher Institution in University of Benin
2. the numbers of Qualified ICT teachers in University of Benin
3. ICT Class room building in University of Benin
4. conducive class room facility for the use of ICT in University of Benin.

Significance of the Study

The result of the study would be found useful for students to be able to gain knowledge in ICT in University of Benin, because the study would create room for identifying the effects of using ICT in class room as it will bring about ease learning academic performance of students.

On successful completion of this study, The government especially the ministry of education and even the management of University of Benin will realize the danger which overcrowding expose students to eventually leading to failure and hence brace up to provide adequate basic physical infrastructural requirements needed to fit learners into the society more easily as the future leaders who will change the society in no distant time.

This study will also help in suggesting solutions to the problems and challenges encountered and thus brings about improvements in the ICT teaching methods in University of Benin.

Scope and Delimitation of the Study

The scope of this study is to analyze the challenges faced and it's effect on adopting ICT in Teaching History of Higher Institution in University of Benin, Edo state.

Definition of terms

Challenges: This is finding a solution to something and to confront it or physical effort in order to be done successfully.

ADOPTING: taking over a task

ICT: Information and Communication Technology

UNIVERSITY: a high-level educational institution in which students study for degree and academic research is done

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of related and relevant literature under the following sub heading.

- Concept of ICT in Higher Education
- ICT in Nigeria's Educational Sector: Policies and Efforts
- E- Teaching and Learning: Prospects
- Problems and Challenges of E-History Teaching and Learning in Higher Education in Nigeria
- Impact of Ict in Higher Institution
- Tools of ICTs in Higher Education
- Importance and Benefits of ICT
- Current State of ICT in Education
- Government Policy Statement
- Summary of Literature Review

Concept of ICT in Higher Education

Information and Communication Technology (ICT) theoretically implies the technical means used to handle information and aid communication to consumers through various

means like computer, telephony, broadcast media and all types of audio and video processing and transmission and network based control and transmission. It can also be defined as essentially enabling technologies (both hardware and software) necessary for delivering of information from providers to users which could be fixed or mobile (Aluko, 2004). Information itself which the ICT facilitates its movement or transmission is variously defined as set of data recorded in a methodical manner (UNESCO; 1979). Information has also been viewed as facts and details about something. It is also seen as data that have been organized and communicated (Oyelaran-Oyeyinka and Adeya, 2002). In its wider application, it includes things ranging from oral to printed word, figures, statements, files and documents that convey a message (Nwanko; 1983). ICT here means the use of television, video, radio, computer, mobile phones and Internet in the processing, storage, retrieval and transmission of information.

ICT Infrastructure in Nigeria

The degree to which ICT penetrates the educational system depends on the level of the development of the technology's infrastructure in the country. The educational sector's access to ICT facilities or the level of their integration has to do with nature and characteristics of the national policies on education and the ICT technology; and how the two are tied in designing the policy frameworks. Hence, it is imperative to first of all have an overview of the state of the ICT infrastructure nationally and the relevant

sections of the education policy that deals with this aspect. The foundation of information and telecommunication technology in Nigeria was laid during the colonial period with the establishment of the monologue telegraph lines that came along with the railway, used only by the railway system in connecting the stations along the rail routes. As time goes by, fixed telephone land lines were established and operated by the then Post and Telecommunication services department. The spread of telephone lines began in 1929 with the completion of the Lagos-Ibadan trunk and by 1945 there were 59 telephone exchanges linking various parts of Nigeria (Onimode, 1985:59). Radio and television soon followed and spread to many parts of the country and were used for the transmission of educational programmes up to the late 1970s. However access and usage were very limited in terms of location and users.

Even though radio and television became fairly well spread by the 1980s, they were only accessible to relatively very few people. For instance, in 1981 only 2.3% of households in the rural areas had television and 30.8% in the urban areas; and 38.8% of rural households had radio and 66.9% in the urban areas (Zwingina; 1992). Availability and access to the multimedia infrastructure aspect of the ICT, that is radio and television has improved significantly. By 2008, Nigeria recorded a total of 135 television stations and 64 radio stations.

The Federal Government owned 66 TV and 37 radio stations; the State Governments owned 40 TV and 75 radio stations and the private sector operated 29 TV and 52 radio stations

(National Broadcasting Commission, 2008, cited by National Bureau of Statistics).

Modern ICT as understood today consists of three broad components, namely telecommunications, computing and connectivity infrastructure. These began to be developed in the country from the 1990s and had since expanded access in the country.

Connected fixed lines rose from 450,000 in 2000 to 88,854 by 2004. Digital mobile phone lines rose from zero in 2000 to 3.8million lines by March 2004.

Telecommunication penetration increased from 400,000 lines in 1996 to 4.7million by 2004 (Ndukwe; 2004). By 2000 Nigeria had 4 telephone mainlines per 1,000 people.

Internet service is the key factor in the application of ICT. Therefore, its availability, access and usage is of major interest to any discussion on ICT. Its penetration is gradually increasing moving from 0.1 % in 2000 to 3.1 % in 2006, then to 16.10/0 in 2009 and 15.9% per 1,000 people in 2010 (Internet World Statistics 2010 and UNDP 2010). The more people have access to these ICT facilities, the wider the chances of historians reaching out to the people with appropriate historical knowledge if the advantages of the technology are to be effectively exploited and deployed.

The question now is, to what extent are ICT technologies and services connected and integrated in Nigeria's educational system/institutions? Several works done on e-

Education, e-teaching and learning, on ICT connectivity/availability in the country's educational sector, government policies, institutions, agencies and NGOs involved in the effort to provide ICT in education and research institutes have findings and conclusions that are as varied and as similar.

ICT in Nigeria's Educational Sector: Policies and Efforts

The National Policy on Education (2004) acknowledged the important role ICT could play in education. For instance, computer studies have been introduced in the schools' curriculum at the secondary school level. It was planned to establish pilot schools from where to diffuse computer education first to secondary schools and then later to primary schools. However, the implementation of the policy is yet to take-off. Computer is yet to be part of the classroom technology in more than 90% of Nigeria's public schools (Adomi and Kpangbani; 2010). It is still the traditional chalkboard and textbook methods that are in use. Infact even the traditional method is not adequately available in many of the schools especially in the rural areas.

Earlier, in 2003 to be precise, the New Economic Partnership for Africa's Development (NEPAD) launched the e-school initiative intended to equip all African high schools with ICT equipment. It was within this context that Nigeria accelerated its efforts to launch its plan/programme to diffuse technology and integrate it into the educational system. By 2009 there were about nine (9) ICT education initiatives in the country (Sheyin; 2009).

These

include:

- i. The Nigerian Universities Network (NU Net) project
- ii. The Polytechnics Network (Poly Net) project
- iii. The School Net Project
- iv. The Nigerian Education, Academic and Research Network (NEAR Net)
- v. The Teachers Network (Teach Net) project
- vi. National Open University
- vii. National Virtual (Digital) Library (Ministry of Education/ NUC)
- viii. National Virtual Library (Ministry of Science and Technology/NITDA)
- ix. National Information, Communication and Education of the Presidency

In addition, the Education Trust Fund (ETF), Banks and other financial institutions, NGOs like CISCO, Microsoft etc are contributing in providing ICT services to school and tertiary institutions in the country. The National Universities Commission (NUC) has recommended that Personal Computer (PC) should be shared in Nigerian Universities as follows:

1 PC to every 4 students; 1 PC to every 2 lecturers below Lecturer 1; 1 PC per Senior Lecturer and 1 notebook computer per Professor/ Reader (Agyeman; 2007).

In an effort to extend the reach-out to the grass-root, the Federal Ministry of Education launched an ICT-driven project known as Schools Net intended to equip all schools in

Nigeria with computers and telecommunication technologies (Federal Republic of Nigeria; 2006). It also commissioned a Mobile Internet Unit (MIU) operated by the Nigerian National Information Technology Development Agency (NITDA). The MIU is a locally made bus

converted into a mobile unit with the relevant ICT equipment as a training and cyber centre (Adomi and Kpangban; 2010). This project was planned to be expanded and extended to all parts of the country but this is yet to be achieved although it is establishing centres in educational institutions across the country.

Other efforts include the initiatives to put into use radio and television especially in distance learning. For example, the National Open University of Nigeria (NOUN) is working on a radio facility donated by the Commonwealth of Learning for airing of some of its courses and has established 27 learning centres across the country for e-learning each equipped with computer laboratory and cyber cafe. UNESCO is providing support to launch the Radio for Literacy Project for Nigeria targeting 60 million illiterate Nigerians in 12 states in the pilot project. The Federal Government has also ceded the educational unit of the NTA in Tejusho, Lagos to NOUN to televise some of their courses. Efforts are also being made to develop Video Conferencing (Agyeman; 2007). The Nigeria ICT Forum of Partnership Institutions, a nongovernmental organization is active in trying to develop ICT and e-learning in higher educational institutions in the country and has 27 Universities as its members. It is into capacity building, and sourcing of ICT

infrastructure for the member institutions, develops modules for e-learning for students and establishment of network (ngNOG, 2011).

E- Teaching and Learning: Prospects

E-teaching and learning is the electronic mode of the retrieval and storage of historical information and the sharing and transmission of historical knowledge. It is Internet and computer-aided teaching and learning process which involves the use of multimedia technologies (Sheyin; 2009).

Research have shown that ICTs have the potential to accelerate, enrich and deepen skills, to motivate and engage students, help to relate school experience to work practices, strengthen teaching and help schools change (Davis and Tearle (1999); Lemke and Coughlin (1998);

Yusuf (2005) cited by Adomi and Kpangban (2010). Furthermore, studies have shown that people can absorb knowledge by up to 40% with multimedia and improve retention by up to 500% (Sheyin; 2009). Generally, multimedia which is the use of media such as film, video pictures etc in addition to traditional teaching materials and methods in teaching is found to appeal to students hence improved learning.

The pervasive presence and application of ICT skills in practically every human endeavour in a knowledge-driven world of today calls for acquisition of the skills by students, history students and even teachers inclusive. Technology is in some ways

changing the nature of academic historian's work. Networked information and online databases have made research process convenient and easy. Historians expect their products to become computer literate to be able to cope with modern computer-based office work which requires IT skills like spread sheet, word processing and databases. Most of all they should be exposed to the millions of gigabytes of data of historical value that is available on the Internet and also be able to share their knowledge globally. ICT has broadened the subject base of history and expanded the horizon for inter and multi-disciplinary approach to the study and teaching of the subject (James; 2006) which students need to be acquainted with.

PROBLEMS AND CHALLENGES OF E-HISTORY TEACHING AND LEARNING IN HIGHER EDUCATION IN NIGERIA

Challenges of ICT in Nigeria Higher Education

Mikre (2017) stated that technology and its contributions are evolving and altering the arenas of knowledge very rapidly. It is here that it can be treasured that education as an area of study is taking on new tasks that deserve a more exhaustive study. Instructors faced with the transformative sagacity of a society that requires integrating ICT into the classroom, have seen their role change into that of agents with the capability of generating the necessary skills for a society 'yearning' for technological knowledge and the consistent and regular use thereof in various educational matters. ICT integration into

education is hindered by: Lack of qualified teachers, Cost of equipment, Management's attitude, Inconsistent power supply and Teacher's training curriculum

Lack of Qualified Teachers

Successfully integrating ICT into education depends to a large extent on the teacher's ability to structure the learning environment (UNESCO, 2015). There is much to talk about giving the “leap” forward and “breaking up” traditional formulas with cooperation and teamwork-based learning. However, the use and involvement of ICTs in education has not yet been understood as a tool through which meaningful learning can be generated. Frequent mistakes at school minimize ICT as a tool allowing access to and transmission of information, a misconception that continues to plague traditional education.

Cost of Equipment

The cost of ICT equipment should be affordable. With the high demand of technology in education comes high prices of ICT tools which have hindered the full integration of ICT into education. Due to the high cost of equipment, educational institutions are not well equipped. Some institutions barely have enough ICT equipment, while some have equipment that are not working and such equipment are just occupying space in the ICT labs to be viewed by external supervisors. The high cost of ICT equipment leads to the unavailability or insufficiency of these equipment for the learners and this in turn leads to poor knowledge on ICT as learners

The application and integration of ICT in teaching and learning depends on the availability of and access to the infrastructure in the country in general and in the schools and other educational institutions. It is quite clear that there is inadequacy of these facilities in the country. Despite the policy declarations and some efforts made and are being made the penetration of the ICT is yet to be seen and felt. Most of it is concentrated in some few schools mostly privately owned in towns and cities, most public schools do not have the privileges of ICT facilities even in the urban areas. In tertiary institutions there seem to be efforts to provide the facilities but they are generally very inadequate.

The causes of low level of ICT penetration and its integration in teaching have been attributed to several factors among which are; lack of requisite telecommunication infrastructure capable of transmitting multimedia messaging, low level of ownership of personal computers, low percentage of teachers/lecturers having requisite ICT skills, poor electric power supply. Others include poor connectivity in infrastructure which manifest in lack of affordable access to Personal Computers, Internet devices, modems, telephones and Internet connection (Rao, (2001) cited by Banji and Adeya (2002); Agyeman, (2007). Other factors identified include inadequate educational software, resistance to change from traditional pedagogical methods to technology based teaching and learning by both academics/teachers and students; uneasy access to computer equipment and other accessories at both personal and institutional level and most important of all the underfunding of the educational sector (Agyeman, (2007); Seyin, (2009); Adomi and

Kpangban (2010); Ndukwe (2004); Osofisan and Osunde). Attitudinal change is important in the adoption of ICT in historical research and teaching even in countries where the infrastructure is available. For instance a research carried out in some U.S. Universities in 1996 showed that majority of lectures relied more on paper-based materials than network-based services that is, online data bases. While historians in these Universities have access to ICT but they generally avoid using the facilities in research and teaching. At a point the History Department in some Universities had to direct that all departmental business would be conducted electronically and no funds available for postage. The studies further found that the obstacles to historians' use of ICT were lack of time, necessary hardware and software, lack of training, lack of information about available databases, lack of information about accessing information and funds to acquire hardware/software (Anderson; 1998). A study conducted in some Nigerian universities showed the specific usage of the Internet by faculty members to be as follows; e-mail 50.8%; academic research 57.7%; teaching materials 19.2% and current affairs 14.6% (Oyelaran-Oyeyinka and Adeye 2002: 24). Availability and access to ICT facilities are no doubt key challenges to historians in Nigeria, but where and when they are available and accessible; the historian is faced with some problems and challenges which have to do mostly with historical methodology and techniques. The information technology revolution has speeded up scholarly output and generated enormous database which has produced what Nye called the 'paradox of plenty' such that there is rather scarcity of

attention leading to difficulty discerning what to focus on (Nye; 2005). The historian cannot tell the whole or complete story and therefore is forced to select and when there is enormous quantum of data selection becomes a problem. Teaching undergraduates how to evaluate information from many types of sources available is a major challenge. The quantum of output is bewildering; the growth of output means growth of availability of good works and also rubbish (Fernandez-Armestor; 2004: 150). The historian is therefore faced with the challenge of sifting and sieving through huge quantities of information to produce worthy historical work and be able to meaningfully guide his students as to what is relevant and what is irrelevant.

Impact of ICT in Higher Institution

ICTs are requisite aspect of the present world. Indeed, way of life and society should be modified to meet the tasks of the information age. ICTs are forces that have altered many facets of people's ways of life. Considering fields such as architecture, banking, medicine, tourism, engineering, travel, business and law, the impact of ICTs 20 to 30 years ago has been monumental. The way the subareas function today is greatly diverse from the way they operated before now. However, if one critically considers the educational sector, there seems to have been insignificant impact of ICTs application and far fewer changes than other fields have experienced. Nevertheless, a high number of people have attempted to explore this deficiency in activity and influence. The pervasive impact of ICT has brought about a swift technological, social, political and economic metamorphosis, which

has paved way for societal network systematized around ICT. The field of education has not been unaffected by the penetrating influence of ICTs.

ICT can help not only local but universal pathway to education, educational equity, the delivery of quality scholarship and teaching, teachers' professional advancement and more efficacious educational management, ruler ship and administration (UNESCO, 2015). ICT has greatly widened the openings for people to possess information, interact, network, treat problems of common concern, create income and function in society. Some institutions of higher education today for instance have in various ways and times incorporated science and technology into its daily operations such as communication, dissemination, interactions, collaboration, research, teaching, learning and administration. This is further seen in the curriculum of these schools. Universities in the western part of Nigeria pride themselves as foremost in the use of science and technology in education with its operation as a dual mode institution. Some of these Universities use Google Apps for education as one of the ICT tools for communication among the students, staff and faculties. According to (Akwaja, 2015) one of the basic requirements for education in the 21st century is to prepare populations for participation in a knowledge-based economy. Such Universities are in the frontline doggedly pursuing excellence in education delivery. Many higher education institutions within and outside Nigeria now offer distant learning through the aid of ICT tool, virtual reality and related technologies are transforming

science and science education by introducing discipline simulation laboratories that accelerate learning and experimentation at much lower cost. Lagos State University is planning of incorporating voice technology into engineering students' residential community and their curriculum to give them a unique opportunity to use their living experiences to improve their learning, and vice versa.

ICT in Nigeria Higher Education While we acknowledge that the utilization of teaching technology in tertiary education instruction and learning processes is still at its early phase in Nigeria, ICT teaching use is crucial to the progression and advancement of knowledge and scholars alike. Tertiary education institutions, especially those in western Nigeria have adopted ICT as a means of imparting knowledge and skills upon students demanded by 21st century educational advancement (UNESCO, 2010). UNESCO (2010), observed that ICT currently pervades the education arena and reinforces the very success of 21st century education. ICT also inputs value to the progression of learning and the arrangement and control of learning institutions. Technology is the accelerator behind much of the development and innovations in both developed and developing nations of the globe. As such, all nations must seek to benefit from technological development. To do so, professionals must be schooled with sound ICT backup, independent of definite computer platforms or software environments to achieve the obligatory competencies of the ever-changing universe. When ICT in instruction does not obtain anticipated

objectives or when it presents complex educational improvements, students and instructors can lose concentration on the prerequisites and become abstracted by the rapidly shifting technologies themselves. This outcome is likely when scholars and instructors have not been capable of acquiring a full comprehension of the technologies, the role ICT plays, what technology to use and how to use them. When the import of ICT and its limitless capacities in the educational arena are comprehended, rapidly varying technologies are not viewed as overwhelming, but as enhancers of greater critical thinking and problem-solving in education (Gulati, 2018).

Tools of ICTs in Higher Education

ICTs tools are digital infrastructures such as computers, laptops, desktops, data projectors, software programmes and so on. These ICT tools are used to interact, create, circulate, store and control information. ICT consists of various tools that can be exploited by capable and creative teachers as well as learners to improve the teaching and learning process. Some of these tools include: Computers, Radios, Televisions, The Internet and Telephones. One of the tools of ICT in higher education is the computer. It is used as an information processing tool. It could still be used in data collection and analyses, data retrieval as well as computer mediated communication where the computer passively mediates communication between identifiable individual (learners and teachers). Example includes e-mail and teleconferencing. There are many ways in which the

computer can be used in education. However, the method of use that is most directly related to instruction is the Computer Assisted Instruction (CAI). In CAI, the computer works with a programmed software (built-in codes) that instructs the user. Other main uses of computer in education are: Computer Managed Instruction (CMI), Computer Supported Learning Aids (CSLA), and Computer-Based Education (CBE). The Computer-Based Education is a general term and is often used to refer to any computerized system of education. It has no fixed hardware or software system. It merely stands as a term used to describe an educational environment which is characterized by the use of computerized technology to aid the learning process. It is an amalgam of CAI, CMI and course development system.

Next is the radio. The use of radio in education started around 1930. Its first application was in the form of Farm Radio Forums of 1950 but the United Kingdom's Open University made its utilization effective. Educational broadcasting takes two forms: Education Radio and Community Radio. Whereas, Education radio is the term given to the medium's use in formal learning system, whether primary or higher education, community radio involves informal processes whereby communities plan, own, and operate radio stations. In education radio, broadcasts are used as a way for course material delivery and often integrated with various kinds of interactions for example, in classrooms, discussion groups or via the telephone. This contrasts with the community

radio in which radio materials are in local languages, and include songs, stories and drama with topics such as child nutrition, family planning and agriculture featuring. Third on the list is the television. The television like the radio has been widely used in teaching and learning processes since the 1950s. Most people the world over now have access to television even if they are not privileged to own one. Generally educational television programmes are recorded and relayed over the television during designated times. They can be accessed by the teacher either by organizing the learners to watch them live or by recording the relayed programmes and relaying them to the learners at convenient times. Also, some features that students cannot go to see live or lessons that only specified teachers know can be shot on video CDs and played for the students' consumption. Worthy of mention is that the television has been a suitable medium for distance learning and open broadcast programmes. It is also used together with the telephone for video conferencing. Another ICT tool is the internet. it serves different purposes for the stakeholders in education, i.e. the learner, the teacher and the educational administrators and policy makers. To the learner the internet has been helpful in fostering learner autonomy. Condie and Munro (2017) defined learner autonomy as the ability to take personal or “self regulated” responsibility for learning. Through the internet, individual learners are able to gain knowledge in almost any field and can teach themselves or learn on their own as well as evaluate their performances. The internet is also used as a source of reference materials for the learner in doing his assignments, research work and/or term

papers. To the teacher, the internet is a 'do without'. It is used as instructional materials, reference materials for lessons, research works and even publications. The internet could also be used by the teacher to collect data via e-mail, Facebook, etc., as well as provision of ample opportunity to have contact and network with other teachers all over the world. Last but certainly not the least is the telephone. It has also found use in education. Teachers give assignments and even discuss lessons with students through the telephone. The telephone is also an integral part of the equipment needed in both audio and video conferencing. Most telephones (especially mobile telephones) now have internet facilities which also help both students and teachers.

Importance and Benefits of ICT

ICT users is getting increasingly more exposure, it is necessary to understand its importance. Everyone can profit from the eLearning experience, and the benefits that eLearning has to offer in comparison to other forms of education.

1. Convenience and Flexibility

Anyone can benefit from the eLearning content. It is a more relaxed way of learning that is appealing and useful to all age groups. eLearning is popular with those who work full or part-time, as the courses can comfortably be taken at any time and any place rather than having to attend a particular venue at a specified time. It is

completely in line with the fast-paced lifestyle most people are accustomed to nowadays.

It only requires access to a computer or a mobile phone. This might have been a problem in the past, but since mobile phones of today are so advanced and omnipresent, **mobile learning** is becoming a very popular, and extremely convenient option in eLearning.

2. Time Saving

eLearning is very time-saving when compared to traditional ways of learning. Take classroom-based learning, for example. A lecture may be held for an hour one week, and participants have to wait until another week for the next hour. With eLearning, you can study when you want, as often as you want, in your own time.

There are other time-saving elements, too: no commuting to and from the classroom, the opportunity to choose only the parts of the course you want to learn, and no interruptions. Additionally, eLearning courses can be much more fast-paced when compared to traditional forms of learning.

This means that eLearning is aligned with the needs of contemporary learners. They need a short, fast, and engaging way to get information. eLearning has an additional answer for this in the form of microlearning. With micro-eLearning units, knowledge

can be divided into very small portions that can be accessed by learners even when they have very little spare time.

3. Cost Saving

It is cheaper to study online. That is simply a fact. There are no traveling costs, there are no costs of relocating, and there is no need for expensive textbooks. All you need is your laptop, PC, or mobile phone, a good internet connection, and you are ready to learn.

It is cost-saving in terms of production as well. eLearning course can be made available to large groups of people, and the only cost spent was when it was made – once. In comparison, face-to-face lectures require repeated costs of money, in order to bring the same knowledge to a large number of people.

Not even language or cultural barriers are problems for eLearning as the content can be easily translated and localized and again available to a new group of learners in no time.

Everything changes all the time, and an advantage of eLearning is that the student is not reliant upon an outdated textbook. Online content can be updated and refreshed quickly and instantly, so learners can be right up to date with current trends and fresh news in any subject.

This is both cost-saving and sustainable as there is no waste of paper, and resources when outdated textbooks are discarded for updated editions. As climate change and sustainability are very pressing matters today, this is another proof that eLearning is the answer that completely responds to the current educational needs.

The speed and expansion of e-learning

Information technology has speeded up scholarly output, created and expanded networks of collaboration and generated enormous database which history teachers and students should be able to access and put to good use. Historians can also take advantage of ICT to reach out to more readers and audience through the use of multimedia facilities like television and radio.

Telehistory which is the narration or teaching of history on television for a wide range of audience (Fenandez-Armesto; 2004) is one method that can be exploited fully. This reminds one of late Basil Davidson's 'Africa Rediscovered' and Ali Mazrui's 'Triple Heritage' documentaries of the 1980s. Television documentaries and radio programmes give the historian the opportunity for wider out-reach and reinvigorating and sustaining public interest in history (Abubakar; 2011).

In the classrooms and lecture halls teaching and learning history with audio-virtual technologies and internet can be very exciting. Using documentaries and films with

historical value, using the Internet directly during teaching/lectures by taking students through web sites, showing pictures and photographs of historical sites and events, maps, data and figures etc. Online teaching and learning makes history acquire more or less a practical character which will certainly catch the attention, excitement and imagination of the students. There are some publications already in the U. S. A. on the relationship between ICT and history as a discipline in the research, writing and teaching.

Dennis Trinkle (1998) edited a book on how computer technology is changing historical research, teaching and publication and how History as a discipline may be altered. Dennis Trinkle and Scott Merriman (2001) edited another book which examined the successes and failures of e-teaching and encouraging teachers to teach history with technology to create more interactive instruction and develop students' independent and critical thinking. That means that the use of ICT in teaching does have the advantages listed above by the authors. They also edited two other books in 2002 guiding historians to the astonishing amount of historical information available on the Internet on history generally and World history in particular. Antonio Cantu and Wilson Warren (2003) wrote a book on teaching history in the digital age targeted particularly to Social Studies teachers in Middle and High schools to help them in incorporating digital technology and Internet in their instruction. David Staley (2003) wrote on how new technology will transform our understanding the past highlighting on the changes new technology such as digital scholarship, computerization and visualization to history. There is a book even on the

effect of the technology on promotion and tenure issues by Deborah Anderson (2003). There also exists the American Association for History and Computing with a journal published by it. The point here is to show that real advances are being made in the direction of the deployment of ICT in teaching, research/study and writing of history. Thus, the need to be abreast with the new developments and begin to take seriously the Issue of digitalizing our field here in Nigeria.

Another useful web site is edtech teacher: 21st Century Learning which is an organization involved in a programme called Educational Technology Professional Development.

Among its hotlinks is Best of History Website which is a portal containing annotated links to over 1200 history web sites and links to hundreds of k-12 history lesson plans, history teacher guides, history activities, history games and quizzes. It contains ideas on teaching with technology and history research and has a website on Africa named Africa Voices with web links (edtech teacher website). Today there is what is called citizen journalism and social networks through which current and varied information are spawning out for consumption. There are thousands of books and journals that can be accessed freely or bought online. Many issues and information placed on the web challenge historians as these require clarification and analysis in such a manner that history reasserts its golden value of truth as against confused and shallow narratives that are in many cases biased.

Considering that historians are part and parcel of human society and its development, they cannot operate outside the realities confronting humanity. There are so many advantages historians could gain from integrating ICT in teaching and learning. While it is absolutely necessary we launch an insurgency to move into the core of ICT to avoid being at the periphery, one is however not unaware or unmindful of the problems and challenges involved.

Current State of ICT in Education

The Federal Ministry of Education is charged with policy formulation, monitoring of implementation, and setting and maintaining standards in the Nigerian education sector. However, the Constitution places education on the Concurrent Legislative List, making education a shared responsibility of the Federal, State and Local Governments. Thus, while the policy and standards with regards to ICT in education are the responsibilities of the Federal Government, the implementation of ICT in education rests heavily on the State and Local Governments.

ICT occupies a very strategic place in Education in the country. This is encapsulated in the Ministerial Strategy Plan: Education For Change and in series of initiatives and strategies targeted at integrating ICT into education.

Government Policy Statement

Government has its own role to play in ICT which is as follows:

- i. Government shall engage in and encourage regular stakeholder consultations (including the Private sector), sensitization of the learning community, public awareness and inter-governmental relations to achieve a broad-based consensus on ICT in education.
- ii. Ensure and promote periodic public awareness campaigns on ICT in education using appropriate media with due consideration for children.
- iii. Ensure and promote periodic public awareness campaigns on ICT in education using appropriate media with due consideration for children, women and people with special needs.
- iv. Establish national fora to generate and promote interest for ICT in the learning community.
- v. Sensitize the citizenry on their responsibilities to adhere to good ICT security practices.
- vi. Sensitize the Private sector on the opportunities for investment and returns in ICT in Education

Policy Statement

Government shall provide appropriate legal, regulatory and security framework to ensure that ICT in education and the conduct of related activities are focused on achieving ICT-enhanced education.

Review and implement ICT in Education policies in line with national goals and global trends.

(iv) Accredit and monitor ICT programmes and institutions.

(v) Develop strategies to deal with licensing, intellectual property rights, use of software, security and information dissemination issues associated with ICT in the Education System.

Financing

ICT in Education is capital intensive. Budgeting by Government should be improved upon and other relevant stakeholders should be encouraged to support the financing of ICT in education.

Strategies

(i) Allocate at least 5% of Education annual capital budget to ICT in Education.

(ii) Exploit existing funding channels/schemes such as TETFUND, UBEC, PTDF, USPF, NITDEF for ICT in Education.

(iii) Intensify the use of innovative and creative financing models

Summary of Literature Review

The study shown that Information and Communications Technology has changed how many things are done today reflected in areas like e-commerce, e-governance, e-education, ebanking, and e-health. In the same manner there is now what is referred to as

e-teaching which involves the use of ICT facilities in classrooms and lecture halls for teaching. This is a reality historians cannot afford to ignore and remain in the periphery of modern knowledge generation and dissemination. At a time when interest in History is plummeting historians have the task of making it attractive. One way of doing that is to teach, propagate, and transmit it by the application of modern means of communication.

It is expected that students of history adequately exposed to ICT could be able to cope with modern challenges in the work place and compete favourably with their counterparts from all over the world. Traditional books are gradually declining due to the increasing availability of enormous database which are relatively easy to retrieve on the Internet. This is not to say that books will lose their relevance, but a lot is also available in the World Wide Web which historians should not ignore. This paper is essentially to challenge young up-coming historians and generate discourse among historians in general on the subject matter of ICT and history in Nigeria. The efforts being made by the Council of the Society need to be supported and pushed to fruition.

CHAPTER THREE

METHODOLOGY

This chapter presents the description of how this study is carried out. It gives details of method employed in carrying out this project work under the following sub headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study is the descriptive survey. This design also involves seeking people's opinion about a phenomenon under study. It is considered the most appropriate since the interest of the researcher is to elicit response from the respondents on examine the challenges of adopting ICT in teaching history in higher institutions: a case study of University of Benin.

Population of the Study

The target population of the study comprised of all education History students in the Faculty of Education, University of Benin.

Sample and Sampling Techniques

The sample size for this study is one hundred and fifty (150) respondents from 100–400 level education History students from Faculty of Education, University of Benin using convenience sampling technique.

Research Instrument

The instrument to be used for data collection in this study is the questionnaire titled “Challenges of Adopting ICT in Teaching History of Higher Institution in University of Benin” (CAITHHIUBQ). The questionnaire is divided into two parts of "A and B". Section A dwells on the demographic data of the respondents such as gender and class while section B includes statement that solicited information on issues raised in the research question of the study. Questions are raised in each of the research questions where the respondents are required to select the most appropriate options. The responses are rated on a four (4) point Likert scale ranging from Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1

Validity of the Instrument

The expert judgment approach was adopted to ensure the validity of instrument. The project supervisor and other experts in the Measurement and Evaluation Department

was validated the instrument. The comments, suggestions and corrections from the supervisor was be effected in the final draft of the instrument incorporated in the production of the final copy of the instrument.

Reliability of the Instrument

The reliability of the research instrument was done using test re-test reliability technique. This is done by administering the research instrument to 20 students that are not part of the study population. The instrument was administered twice to each respondent at an interval of two weeks. Thereafter, the reliability of the instrument was ascertained using Pearson's Product Correlation Coefficient. A reliability coefficient of 0.82 was obtained.

Methods of Data Collection

Questionnaires was administered to History Education students in the Faculty of Education, and on the spot retrieval of the completed questionnaires will be collected.

Method of Data Analysis

Data collected from the respondents was analyzed using descriptive statistics such as frequency counts and simple percentage.

$$\text{e.g. \% of agreed} = \frac{\text{No of Agree} \times 100\%}{\text{Total Number of Respondents}}$$

$$\text{e.g. \% of disagreed} = \frac{\text{No of Disagreed} \times 100\%}{\text{Total No. of Respondents}}$$

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF RESULTS

This chapter presents the results obtained from analysis of data collected. It is discussed in line with the research objectives

Table 1: Socio-Demographic Variables (n= 150)

S/N	Variables	Frequency	Percentage
1.	Sex		
	Male	65	43.3
	Female	84	56.0
2.	Level		
	100	25	16.7
	200	38	25.3
	300	28	18.7
	400	59	39.3

Source: Fieldwork, 2025

Table 1 shows that majority of the respondents (56.0%) are female, while 43.3% are male. Level of study indicated that majority (39.3%) are in their 4th year, 25.3%, 18.7%, 16.7% are in 200, 300 and 100 level respectively.

Answers to Research Questions

Research Question 1: What are the challenges of adopting ICT in teaching history in University of Benin?

Table 2: Challenges of Adopting ICT in Teaching History

S/N	Statement	SA	A	D	SD	Mean	Std.	Remark
1.	I find it difficult to use the internet for academic research.	22 (14.7%)	09 (6.0%)	111 (74.0%)	08 (5.30%)	2.30	.78	Disagree
2.	I prefer using online databases over physical library resources for your academics.	93 (62.4%)	28 (18.8%)	28 (18.8%)	-	3.44	.79	Agree
3.	I find it easier to locate relevant information for academics on the internet compared to library methods.	97 (64.7%)	42 (28.0%)	09 (6.0%)	02 (1.30%)	3.56	.67	Agree
4.	I use online (e.g. Google Scholar) more often than library catalogs for research purpose	109 (72.7%)	36 (24.0%)	04 (2.7%)	01 (7.0%)	3.67	.56	Agree

$$Benchmark = \frac{4 + 3 + 2 + 1}{4} = 2.50$$

Mean value greater than 2.50 = Agree; mean score less than 2.50 = Disagree

Table 2 shows that mean responses for items 2, 3 and 4 were 3.44, 3.56 and 3.67 respectively, which is greater than the 2.50 benchmark. This infers that respondents agreed with the statements as it relates challenges in adopting ICT. Since these items are positively-worded, it implies that they do not constitute challenge to adoption of ICT in teaching and learning of history. Mean response for item 1 was 2.30, which is less than the 2.50 benchmark, inferring that respondents disagreed with this item. Since the item is negatively-worded and respondents disagreed with it, it infers that it does not constitute challenges to adoption of ICT in teaching and learning.

Item 4 “I use online (e.g. Google Scholar) more often than library catalogues for research purpose” had the highest mean response (3.67), while item 1 “I find it difficult to use the internet for academic research” had the least mean response (mean 2.30). Standard deviation ranges from .56 and .79, which implies that respondents differed most on item 2 “I prefer using online databases over physical library resources for your academics” (std = .79) and least on item 4 “I use online (e.g. Google Scholar) more often than library catalogues for research purpose” (std. = .56).

Research Question 2: Are there qualified ICT instructors in University of Benin?

Table 3: Availability of Qualified ICT Instructors

S/N	Statements	SA	A	D	SD	Mean	Std.	Remark
5.	I have ever experience untrained ICT Lecturers in University of Benin.	69 (46.0%)	45 (30.0%)	32 (21.3%)	04 (2.70%)	3.19	.86	Agree
6.	I have ever experienced shortage of qualified ICT teachers in University of Benin.	62 (41.6%)	34 (22.8%)	51 (34.2%)	02 (1.30%)	3.04	.90	Agree
7.	There are qualified ICT teachers are there in University of Benin?	90 (60.0%)	43 (28.7%)	14 (9.30%)	03 (2.0%)	3.47	.75	Agree
8.	ICT instructors are always available for ICT teaching.	95 (63.3%)	42 (28.0%)	12 (8.0%)	01 (0.7%)	3.54	.67	Agree
9.	ICT instructors are effective in their teaching.	94 (62.7%)	39 (26.0%)	15 (10.0%)	02 (1.30%)	3.50	.73	Agree

Table 3 indicates that the mean responses for items 5, 6, 7, 8, and 9 are 3.19, 3.04, 3.47, 3.54 and 3.50 respectively. Since all the mean responses are greater than 2.50, it implies that respondents agreed with all the statements. Items 7, 8 and 9 are positively-

worded, and respondents agreed, supporting the claim that there is availability of ICT instructors and facilities for teaching and learning of history. However, 5 and 6 are negatively-worded and respondents agreed, which infers that ICT facilities are unavailability in these areas.

The highest mean responses was reported on item 8 “ICT instructors are always available for ICT teaching. (3.54), while item 6 “I have ever experienced shortage of qualified ICT teachers in University of Benin” had the least mean response (3.19). Standard deviation ranges from .67 to .90, implying that respondents had most differing opinion/responses on item 6 “I have ever experienced shortage of qualified ICT teachers in University of Benin” (std. = .90) and least differing opinion on item 8 “ICT instructors are always available for ICT teaching (.67).

Research Question 3: How sufficient are ICT classroom/building in University of Benin?

Table 4: Sufficiency of ICT classroom/Building

S/N	Item	SA	A	D	SD	Mean	Std.	Remark
10.	University of Benin has enough ICT classroom for teaching.	94 (63.1%)	38 (25.5%)	12 (8.10%)	05 (3.40%)	3.48	.78	Agree
11.	I have experienced lack of teaching and method when it comes to ICT in University of Benin.	72 (48.0%)	33 (22.0%)	42 (28.0%)	03 (2.0%)	3.16	.91	Agree
12.	University of Benin ICT aids well equipped and up-to-standard.	87 (58.4%)	47 (31.5%)	13 (8.70%)	02 (1.30%)	3.46	.71	Agree
13.	Computers in University of Benin are modern-day computers.	98 (65.3%)	36 (24.0%)	12 (8.0%)	04 (2.70%)	3.52	.76	Agree
14.	There is improvement in ICT teaching method in University of Benin.	100 (66.7%)	38 (25.3%)	10 (6.70%)	02 (1.30%)	3.57	.67	Agree

Table 4 shows results on sufficiency of ICT classroom/building. Items 10, 11, 12, 13 and 14 have mean scores 3.48, 3.16, 3.46, 3.52 and 3.57 respectively. Since all the mean responses are greater than 2.50, it infers that respondents agreed with all the items as it

relates to sufficiency of ICT classroom/building. Items 10, 12, 13 and 14 are positively-worded, inferring that respondents agreed that these items positively contribute to sufficiency of ICT classroom/building. However, item 11 is negatively-worded and respondents agreed, implying that it negatively affects sufficiency of ICT classroom/building.

The highest means response was reported on Item 14 “There is improvement in ICT teaching method in University of Benin” had the highest mean response (3.57), while item 11 “I have experienced lack of teaching and method when it comes to ICT in University of Benin” recorded the least mean response (3.16). Standard deviation ranges from .67 to .91, implying that respondents exhibited highest differing opinion on item 11 “I have experienced lack of teaching and method when it comes to ICT in University of Benin” (std. = .91) and least on item 14 “There is improvement in ICT teaching method in University of Benin” (std. = .67).

Research Question 4: Are there conducive classroom facility for the use of ICT in University of Benin?

Table 5: Conduciveness of ICT classroom facilities

S/N	Item	SA	A	D	SD	Mean	Std.	Remark
15.	ICT classroom in University of Benin are conducive.	95 (63.3%)	38 (25.3%)	15 (10.0%)	02 (1.30%)	3.51	.73	Agree
16.	There are air-conditioner in the University of Benin ICT Classrooms.	100 (66.7%)	37 (24.7%)	08 (5.30%)	05 (3.30%)	3.55	.75	Agree
17.	University of Benin ICT Class room always overcrowded.	10 (6.70%)	16 (10.7%)	118 (78.7%)	06 (4.0%)	2.20	.61	Disagree
18.	University of Benin ICT class room a noisy environment.	09 (6.30%)	14 (9.30%)	119 (79.3%)	08 (5.30%)	2.16	.60	Disagree
19.	ICT environment in University of Benin are well-planned environment for learning.	108 (72.5%)	23 (15.4%)	14 (9.40%)	04 (2.70%)	3.57	.77	Agree

Table 5 shows that mean responses for items 15, 16, 19 were 3.51, 3.55, and 3.57 respectively, which implies that respondents agreed with these items as it relates to conduciveness of ICT classroom facilities. Since these items are positively-worded and respondents agreed, it infers that these items are positively impact conduciveness of ICT classroom facilities. Mean responses for items 17 and 18 were 2.20 and 2.16 respectively,

which infers that respondents disagreed with these items. Since items 17 and 18 are negatively-worded and respondents disagreed, it implies that these items do not negatively affect conduciveness of ICT classroom facilities.

Standard deviation ranges from .60 from .77, inferring that respondents showed most differing opinion on item 19 “ICT environment in University of Benin are well-planned environment for learning” (std.=.77), while the least differing responses was on item 18 “University of Benin ICT class room a noisy environment” (std. = .60).

Discussion of Findings

This study assesses the challenges of adopting ICT in teaching history in higher institutions; a case study of University of Benin. Findings on research objective one which examines the challenges of adopting ICT in teaching history shows that using the internet for academic work does not constitute challenge. More so, undergraduates report using online databases for physical library resources, finds it easier to locate relevant information for academics on the internet, uses online more than library catalogue for research purposes. This implies that these factors do not constitute challenge to adopting ICT in teaching and learning history.

Research objective two sought to assess the availability of qualified ICT instructors. Undergraduates reported experiences of untrained ICT lecturers, shortage of qualified ICT instructors as factors contributing to unavailability of ICT instructors.

However, positive contribution to ICT was reported as; ICT lecturers are always available for ICT teaching and ICT instructors are effective. Overall, it was discovered that ICT instructors are available in teaching and learning of history in University of Benin. However, there are experiences of untrained and shortage of ICT instructors.

Findings on research objective three which assess sufficiency of ICT classroom/building indicates that there is enough ICT classroom for teaching, ICT aids are well-equipped and up-to-standard, computers in University of Benin are modern-day computers and there is improvement in ICT teaching method in University of Benin. However, undergraduates reported that they have experienced poor teaching methods when it comes to ICT in University of Benin. This finding shows that there is sufficiency of ICT classroom/building for teaching history in University of Benin, however there are reports of poor teaching method.

Findings on research objective four which sought to examine the conducive nature of ICT classroom facilities indicated that ICT classroom in University of Benin are conducive, there are air-conditioner in the University of Benin ICT classroom, ICT classroom are not overcrowded as evidenced in undergraduates refuting the claim that the classrooms are overcrowded. Furthermore, it was revealed that ICT classroom are not noisy as refuted by undergraduates that ICT classroom are noisy. In addition, it was reported that ICT environment in University of Benin are well-planned. Overall, it was

found out that ICT classroom facilities in University of Benin are conducive for teaching and learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study assesses challenges of adopting ICT in teaching history in higher institutions; a case study of University of Benin. Four research questions were raised to guide the study. A review of related literature was discussed. These include the concept of ICT in higher education, policies and efforts on ICT in Nigeria's educational sector, prospect of e-Teaching and Learning, problems and challenges of e-History teaching and learning in higher education in Nigeria, impact of ICT in Higher Institution, tools of ICTs in Higher Education, importance and benefits of ICT, current state of ICT in education, government policy statement on ICT.

The descriptive survey research design was adopted for the study. The population of the study comprised of all History/Education students in the University of Benin. A sample of 150 was selected for the study. Data was collected using a structured questionnaire and analyzed using descriptive statistics (simple percentage, mean and standard deviation). The findings include;

1. Internet use and using online databases did not constitute challenges to adopting ICT in teaching and learning history.

2. There are qualified ICT instructors in University of Benin, however it was reported that there are experiences/incidences of untrained ICT instructors and shortage of qualified ICT instructors.
3. There are sufficient ICT classrooms/Building. However, it was found out that there are occasions of poor teaching methods in using ICT for teaching history.
4. ICT classrooms/buildings are conducive for teaching and learning.

Conclusion

This study has been able to assess challenges of adopting ICT in teaching history in higher institutions using University of Benin as a case study. The study concludes that ICT facilities are important and integral part of teaching and learning of history and it has been shown that undergraduates utilizes it for various academic purposes. More so, ICT instructors, classroom/buildings are available and in conducive environment.

Recommendations

Based on the findings of this study, the following recommendations are made;

1. University school authorities should as a matter of policy provide regular training and retraining of ICT instructors. This will help reduce incidence and encounter of untrained ICT instructor.
2. Government should endeavour to improve on manpower (ICT instructors) in other to ensure sufficiency and effective teaching and learning of history using ICT.

3. Instructors should endeavour to engage the best teaching method so as to achieve the learning objectives and stimulate students' interest in learning.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN
BENIN CITY.

Dear respondents,

This is designed to investigate the “**Challenges of Adopting ICT in Teaching History in Higher Institutions: A Case Study of University of Benin**”. Using undergraduates of from 100–400 level education History students from Faculty of Education, University of Benin as a case study.

This research work is purely for academic purpose and will be treated as confidential.

You are therefore required to kindly and truthfully respond by providing answers to the questions below.

Thank you.

Precious Ugbo
Researcher

Section A

Instruction: please tick (✓) as appropriate.

Demographic Background

Sex: Male () Female ()

Level; 100 () 200 () 300 () 400 ()

S/N	Statement	SA	A	D	SD
1.	I find it difficult to use the internet for academic research.				
2.	I prefer using online databases over physical library resources for your academics.				
3.	I find it easier to locate relevant information for academics on the internet compared to library methods.				
4.	I use online (e.g. Google Scholar) more often than library catalogs for research purpose				

S/N	Statements	SA	A	D	SD
5.	I have ever experience untrained ICT Lecturers in University of Benin.				
6.	I have ever experienced shortage of qualified ICT teachers in University of Benin.				

7.	There are qualified ICT teachers are there in University of Benin?				
8.	ICT instructors are always available for ICT teaching.				
9.	ICT instructors are effective in their teaching.				

S/N	Item	SA	A	D	SD
10.	University of Benin has enough ICT classroom for teaching.				
11.	I have experienced lack of teaching and method when it comes to ICT in University of Benin.				
12.	University of Benin ICT aids well equipped and up-to-standard.				
13.	Computers in University of Benin are modern-day computers.				
14.	There is improvement in ICT teaching method in University of Benin.				

S/N	Item	SA	A	D	SD
15.	ICT classroom in University of Benin are conducive.				
16.	There are air-conditioner in the University of Benin ICT Classrooms.				
17.	University of Benin ICT Class room always overcrowded.				
18.	University of Benin ICT class room a noisy environment.				
19.	ICT environment in University of Benin are well-planned environment for learning.				