PERCEPTION OF TEACHERS ON THE USE OF ICT IN THE TEACHING OF HISTORY AT SECONDARY SCHOOLS IN ILORIN

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Abstract
This study was carried out to investigate the perception of History teachers on the use of ICT in the teaching of History in senior secondary schools, Ilorin. The study sought for the opinion of forty-four (44) teachers in Ilorin. A questionnaire was used for data collection, while the data collected were analysed using mean and rank order to answer research questions that were raised and independent t-test and Analysis of Variance (ANOVA) were used to test the hypotheses postulated for this study at 0.05 level of significance. The result obtained from this study showed that the use of ICT facilities enhanced effective annd efficient teaching of History as perceived by Secondary School History teachers in Ilorin and no discrepancy existed in their perceptions regardless of their gender, qualifications and teaching experience. It was therefore recommended among others, that teachers should teach with the use of ICT facilities so as not to only make the teaching of History more effective but also interesting to the learners; Government should also ensure that schools are adequately equipped with ICT facilities in order to foster the teaching of History.

Keywords: Perception of teachers, Information and Communications Technology (ICT), Use of ICT, Teaching of history,

Introduction

Information and Communications Technology (ICT) is an extended term for Information Technology (IT) which stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information. Information and communication technology is the practical offshoot of educational technology which by definition is the study and ethical practice of facilitating teaching and learning, improving performance by creating, using and managing appropriate technological process and resources (Januszewski & Molenda,2008**).** Adegbija (2003) quoting the American National Council for Educational Technology (ANCET) described ICT as the handling and processing of information via electronics devices. Webopedia (2010)

defined ICT as the study or business of developing and using technology to process information and aid communication. An Information and communication technology (ICT) device plays a vital role in all aspects of human endeavour. Throughout the ages, there has not been any human endeavor that is not confronted with institutional, organizational and administrative problems that require the intervention of ICT.

ICT has got input on the teachers and pedagogy, teachers are key component in the learning environment and therefore the impact of ICT on the teachers and the strategies they employ to facilitate the learning environment are critical. The use of Information and Communication Technology (ICT) by the teacher is an indication of his preparedness to carry out the obligation of daily lessons. In fact, Woodrow (1992) asserts that any successful transformation in education practices requires positive attitude toward new technology.

The development of teacher's positive attitude towards ICT is a very significant factor not only for increasing integration but also for avoiding their resistance to ICT usage (Wasson, 1998). The use of Information and Communication Technology can help revitalize teachers and students to improve and develop the quality of education by providing curricular support in different and difficult subject areas. However, Teacher's attitude toward ICT shapes not only their own ICT experience, but shape also the experience of the students they teach.

According to Zhao and Ziko (2001), three conditions are necessary for teachers to introduce ICT into their classrooms. Teachers should believe in the effectiveness of technology**,** that the use of technology will not cause any disturbance and that they have control over technology. The impact of ICT on pedagogy are noted in its being more learner centered, promoting active learning, based on greater accesses to information and encouraging more co-operation and collaboration.

The role of ICT in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary education policy (Adegbija & Daramola, 2007). Most experts in the field of education agreed that when properly used, ICT holds great promise to improve teaching and learning in addition to shaping workforce opportunities (Heinch, Molenda, Russel & Smaldino, 2004). ICT is rapidly changing our world in all ramifications. It has transformed our world into a global village. In addition, ICT devices play a significant role in our everyday life. Through the use of ICT devices, doctors can consult, prescribe drugs with precision and monitor patients on the bed electronically. ICT devices are also used in the collection of data for educational research with the current emphasis on science and technology by both the federal and state governments in Nigeria. The use of ICT has become imperative for senior secondary schools in general. But as indispensable as ICT is to the attainment of educational goals and technological development as a whole, its use is confronted with some problems.

Several studies over a period of time have shown that many students find History boring (Schools Council, 1968, Aldrich, 1987, Haydn, 2002). Many learners do not understand why they study History; they literally don't see the point of it. In a recent

survey, 201 out of 1,400 SS1 students could give cogent reasons for studying History (Adeyemi & Biddulph, 2001). Many facets of ICT offer powerful opportunities for teachers to persuade students that History is very important, and very relevant to the lives they will lead outside school. If History teachers exploited these opportunities thoroughly, it could make a very big difference to Students attitudes to History as a School subject. The new technology application which has had most impact on history teachers' practice over the past decade is the use of television and video. Most History teachers and trainees made regular use of video/TV in their teaching. This was partly because it was convenient compared to using computers, and because schools often had rich 'archives' of video extracts. Many History teachers remarked that it enabled them to make a particular point in a very vivid and powerful way and in a way that influenced the emotions of the pupils as well as their intellects. Using ICT for teaching and learning in History helps students to be good at ICT.

Phillips (2002) argued that ICT skills for History teachers in the nearest future will be 'integration literate', which means 'the ability to use computers and other technologies combined with a variety of teaching and learning strategies to enhance students' learning. Despite the apparent benefits of the use of ICT for educational purpose, a number of factors were found to be hindering the effective use of ICT in schools. Guha (2000) in a study on teachers' perspective of the use of computer revealed workload and time management as barriers to implementing computer in classroom instruction. Further, lack of technical support was reported to be another factor inhibiting the use of ICT in classroom (Preston, 2000).

At School level, the use of ICT aided instructional materials is minimal or rather not encouraging (Agyeman, 2007). This could be attributed to the fact that majority of Nigerian Secondary School teachers do not see the importance of improving their professional practice using ICT and are consequentially, less eager to adopt the use ICT in their teaching practice. If however the secondary teachers in secondary schools perceive the importance of integrating ICT in teaching methods they are more likely to embrace the use of ICT in their professional practice. In addition, there are several impediments to the successful use of ICT in secondary school in Nigeria. These includes: cost, weak infrastructure, lack of skills, and many more.

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. For the past sixteen years, Nigeria has been having difficulties in providing stable and reliable electricity supply to every cranny of the country. When electricity supply is not stable and constant, it will be difficult to keep high-tech equipment such as computer especially under extreme weather condition as obtained in Nigeria. The high level of dust during dry season also makes electronics to have short life span. In rural areas in Nigeria, most inhabitant do not have access to electricity, thereby denying rural secondary schools the opportunity to benefit from the use of electronic equipment such as radio, television, video not to talk of computers.

Another obstacle to ICT development in Nigeria is a lack of human skills and knowledge to fully integrate ICT in secondary education, to use information and communication in Nigeria secondary schools, the need for locally trained teachers to install, maintain and support these systems cannot be over emphasized, there is acute shortage of trained personnel in application of software, operating systems, network administration and local technicians to service and repair computer facilities. Those who are designated to use computer in Nigeria do not receive adequate training or at worst, do not receive any training at all (Okebukola, 1997)

Potentially, ICTs are a very powerful dimension to transform the way the young generations prepare for further studies. A study which investigated teachers' self-efficacy in implementing computer education in Secondary Schools found that most teachers in Federal Government Colleges in Nigeria lack experience in the use of computers for educational or industrial purposes, most teachers in Federal Government Colleges cannot use common computer software because they lack knowledge of basic computer operations (Yusuf, 2005). Students on the other hand are embracing ICT but not in the right manner, they are yet to maximise the benefits of the internet in research and learning. This is evident in the use of Internet by these students who stay long hours on the internet chatting on social networking sites such as facebook and yahoo messenger which often result in poor academic performance among them. In the light of this, this study examines the perception of History teachers on the use of ICT in the teaching of teaching of History in secondary schools in Ilorin.

The purpose of this research was to examine the perception of History teachers on the use of ICT in the teaching and learning of History in secondary schools in Ilorin and determine if there is a difference in the perception of history teacher on the use of ICT in the teaching and learning of History based on gender, educational qualification and years of experience.

Research Questions

The research study mainly focused on the following question:

a) What are the perceptions of history teacher on the use of ICT in the teaching and learning of History?

Research Hypotheses

The following null hypotheses were deduced from the research questions would be tested;

Ho_1: There is no significant difference in the perception of history teacher on the use of ICT in the teaching and learning of History based on gender

Ho_2: There is significant difference in the perception of history teacher on the use of ICT in the teaching and learning of History based on educational qualification

Ho_3: There is no significant difference in the perception of history teacher on the use of ICT in the teaching and learning of History based on experience.

Methodology

The research design used for the study was the descriptive survey method. The descriptive research is a systematic attempt to describe and explain the characteristics of a given population or areas of interest factually (Daramola, 2006). It is also described as a research method which enables the researchers to obtain opinions of a representative sample of a target population so as to infer that of the entire population. The descriptive survey method was adopted for this study so as to be able to obtain the perception of History teachers on the use of information and communication technology (ICT) in secondary schools in Ilorin metropolis.

The population of this study consists of all the History teachers in Ilorin. The target population was all the History teachers in Ilorin metropolis. Purposive sampling technique was used to sample all the 44 History teachers in Ilorin. Questionnaire was used to gathered data for this study. It is a researcher designed questionnaire entitled "Perception of History teacher on the use of Information and Communication Technology in the teaching and learning of History in secondary schools. The response on the questionnaire was based on four scales which is as follows: SA – 4 points, A - 3 points, D – 2 points, SD – 1 point

A measuring instrument is valid when it measures truly and accurately the quality it is designed to measure. The questionnaire was drafted and modified in line with the aim of getting relevant information from the respondent. The draft instrument was given to other colleagues in the department. In determining the reliability of the instrument, the researcher adopted test-re-test method which took place between the intervals of two weeks. The first and second data collected were correlated using Pearson Product Moment Correlation (PPMC) Statistics and the score obtained was 0.68. The percentage was used to answer research question 1 while the *t*-test and ANOVA was used to test the formulated hypotheses at 0.05 alpha level.

Results

Research Question One: What are the perception of History teachers on the use of ICT in the teaching and learning of History

Table 1: Mean rating on the perception of History teachers on the use of ICT in the teaching and learning of History

S/N	Items	Mean	Rank
1	The use of ICT facilities makes teaching more effective and efficient	3.67	1st
2	Projector slides are appropriate to teach History	3.27	5th
3	Information dissemination is easy with the use of ICT in the teaching and learning of History	3.31	3rd
4	The usage of flash cards can be applied to History topics	2.89	14th
5	The use of projector to teach History saves my time	3.27	5th
6	ICT facilities positively change the teaching and learning climate in my classroom	3.18	8th
7	ICT facilities are difficult to integrate to teaching	2.29	15th
8	Unstable electricity supply discourages me from using ICT facilities to teach	2.96	12th
9	The use of power point provides a free flow of teaching History topics	3.13	9th
10	Graphics are best used to teach past events	3.04	10th
11	Dating in History can be best taught with the use of projector	2.91	13th
12	The use of monitor provides a retentive memory to my students	3.24	7th
13	I talk less when I project my lectures	3.02	11th
14	The use of computer and projector makes the teaching of History more interesting	3.44	2nd
15	Multi-colour images aids the memory of my students	3.31	3rd

Table 1 shows the response on the perception of History teachers on the use of ICT in the teaching and learning of History. With a benchmark mean of 2.5, any item that is less than the benchmark mean is considered not to be one of the teachers' perceptions and any item that is greater than the benchmark mean is considered to be one of the teachers' perceptions. However, from the table, it can be seen that all the items are noted by the respondents as their perception of History teachers on the use of ICT in the teaching and learning of History. Also, the perception that "the use of ICT facilities makes teaching more effective and efficient" with a mean of 3.67 was ranked first while the perception that "ICT facilities are difficult to access" was ranked last. This shows that all the items listed are the perception of History teachers on the use of ICT I the teaching and learning of History.

Research Hypothesis One: There is no significant difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on gender.

Table 2: t-test analysis on the difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on gender

Gender	N	Mean	SD	t	df	Sig(2 tailed)	Decision
Male	13	47.7	5.34	.537	42	.594	**Accept**
Female	31	46.6	6.29				

P>0.05

Result from table 2 shows the t value yielded .537 which is not significant with P value .594 > 0.05. This shows a non-significant result. Hence, the null hypothesis is not rejected. This means that there is no significant difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on gender ($t_{(42)}$ =0.594; p>0.05).

Research Hypothesis Two: *There is no significant difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on educational qualification*

Table 3: ANOVA analysis on the difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on educational qualification

	Sum of Squares	df	Mean Square	F	Sig. Decision
Between Groups	27.657	2	13.829		Accept
Within Groups	1551.143	42	36.932	.374	.690
Total	1578.800	43			

P > 0.05

As shown in Table 3, the F-value 0.374 with a p-value 0.690 was obtained when computed at 0.05 alpha level. Since the p-value 0.690 is greater than 0.05 alpha level, the null hypothesis two is not rejected. Thus, there is no significant difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on educational qualifications ($F_{(2, 42)}$= 0.374; p>0.05).

Research Hypothesis Three: There is no significant difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on teaching experience

Table 4: ANOVA analysis on the difference in the perception of History teachers on the use of ICT in the teaching and learning based on teaching experience

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	150.300	2	75.150			
Within Groups	1428.500	42	34.012	2.210	.122	Accept
Total	1578.800	43				

P > 0.05

As shown in Table 4, the F-value 2.210 with a p-value 0.122 was obtained when computed at 0.05 alpha level. Since the p-value 0.122 is greater than 0.05 alpha level, the null hypothesis two is not rejected. Thus, there is no significant difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on educational teaching experience ($F_{(2, 42)}$= 2.210; p>0.05).

Discussion of Findings

Findings of this study revealed that all the items listed are the perception of History teachers on the use of ICT in the teaching and learning of History. This finding is in line with the findings of Enos (2013) whose study revealed that all the teachers sampled were enthusiastic about ICT integration, they also all agreed to the several challenges that were still holding them back from fully utilizing the ICTs as posed by the researcher. This finding also agrees with that of Charles (2012) who noted that majority of the respondents perceived that ICT can offer opportunities to teachers for obtaining educational resources from the internet to enrich course content and also can improve teaching and learning processes. He further noted that majority of the respondents also agreed or strongly agreed that ICT can enhance students' participation and feedback to teachers and improve students' collaboration. Thus, he concluded that teachers' perceptions of the application of ICT in teaching and learning environment were positive.

The outcome of this study showed that there is no significant difference in the perception of History teachers on the use of ICT based on gender. This finding corroborates that of Chungs (2004) who found out that teachers' perception on the influence of ICT on students' performance does not have anything to do with their respective gender or school if used appropriately and for the sole aim of what it is meant to be used for.

The outcome of this study also revealed that there is no significant difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on educational qualifications. This finding supports that of Marcvis (2012) who found out that in service teachers' attitudes towards the use of ICT in the classroom was not significantly different based on their level of education. However, this finding disagrees with that of Ertmer and Ottenbreit-Leftwich, (2010) who pointed out that teachers' beliefs about their own efficacy as well as their qualification play an important role in integrating technology into instruction.

Also, the findings of this study revealed that there is no significant difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on teaching experience. This finding is in consonance with the findings of studies carried out by Usluel, Mumcu and Demiraslan, (2007), Çakır and Yıldırım, (2009) which indicated that effective technology integration requires teachers to obtain learning experiences within the context of their teaching so that they can practice, reflect, and modify their practices (Glazer, Hannafin and Song, 2005). Indeed other studies have shown that if teachers feel that they are not adequately prepared, then there is a high likelihood that they will not use the technologies or will view them as an unfair additional challenge (Bullock, 2004). However, this finding disagrees with that of Van Braak et al (2004) who asserted that ICT use falls with age and teaching experience and that younger teachers integrated ICT into their teaching more than veteran teachers.

Conclusion

Based on the findings from this study, it can be concluded ICT has come stay in Nigeria as teachers and students are now employing it in the teaching and learning processes. It can also be concluded that there is no significant difference in the perception of History teachers on the use of ICT in the teaching and learning of History based on gender, educational qualification and teaching experience.

Recommendations

Based on the findings and conclusions drawn in this study, the following recommendations are made:

1. Proper and adequate facilities should be made available in schools to enhance the use of ICT in teaching History students.
2. There should be seminars and workshops for History teachers on the effective use of ICT in teaching.
3. Computer supported learning courses should be introduced in teacher training programmes to improve History teachers' use of ICT in teaching.
4. Government should provide schools with adequate computers and other ICT gadgets

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