



## EVALUATION OF INFORMATION AND COMMUNICATION TECHNOLOGY GADGETS FOR HISTORY INSTRUCTION IN LERE LOCAL GOVERNMENT AREA, KADUNA STATE, NIGERIA

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### Abstract

*This study was motivated by the desire to make History instruction more engaging and interactive through the integration of information and communication technology in History in a globalized world. The study evaluated Information and Communication Technology (ICT) gadgets for History instruction in Lere Local Government Area of Kaduna State, Nigeria. It was aimed at evaluating the availability, functionality, utilization and challenges faced in the integration of ICT gadgets for History instruction. Four objectives and research questions guided the study. Survey research design was employed for the study. The population of the study consisted of 32 History teachers and 219 students from public and private senior secondary schools in Lere LGA, Kaduna State, Nigeria. The sample of the study was made up of 154 respondents, consisting of 140 History students and 14 History teachers in seven senior secondary schools who were purposively and randomly sampled within the study area. Questionnaire for both History students and teachers tagged: "History Teachers and Students Questionnaire on Availability, Functionality, Utilization and Challenges of ICT Gadgets for History for History Instruction (HTSQAFUCICTGHT)" was the sole instrument used for data collection. Descriptive statistics of mean was used to answer all the four research questions. The study found that while ICT gadgets like computers and televisions are available in some secondary schools for History instruction, however, radios, tape recorders, projectors and film slides including internet services are not available in secondary schools in Lere Local Government Area, Kaduna State, Nigeria. This indicated that there was paucity of ICT gadgets for History instruction in the study area. Most televisions in schools in the study area are functional while other ICT gadgets such as computers, radios, projectors and film slides including internet service connections were all non-functional for History instruction. There was also the nonutilization of*



*ICT gadgets such as computers, radio, projectors and film slides including internet connections by History teachers for History instruction in the study area. The study further submitted that lack of good maintenance culture, technical know-how, inadequate power supply and poor internet services were the major challenges encountered in using ICT gadgets for History instruction. The study recommended among others that for effective integration of ICT gadgets for History instruction, Government should invest heavily in equipping schools with ICT gadgets, ensure steady supply of power in secondary schools, organize refresher courses and training for History teachers on the use of ICT gadgets and monitor its implementations in schools by equipping Inspectors of Education to carry out routine supervision and monitoring of teachers and sanction teachers who fail to integrate ICT into their instructional processes.*

**Key words:** *Evaluation, ICT, Gadgets, History, Instruction, Availability, Functionality, Utilization*

## **Introduction**

Information and Communication Technology (I.C.T) is a force that has changed many aspects of human endeavors including education. Education is a socially oriented activity, and quality education has traditionally been associated with strong teachers having high degree of personal contact with learners for meaningful learning. However, with the world moving rapidly into digital media and information, the role of information and communication technology in history instruction is becoming more important and globally needed. The term Information and Communication Technology (ICT) was said to have been introduced in the early 1990s to replace Information Technology (I.T) in recognition of the communicating abilities and facilities offered by the computer. While most people adopted the term ICT, people in higher education used the term



Communication and Information Technology (C.I.T) to refer to the same concept. The term ICT covers a wide range of applications, techniques and systems (Clarke, 2014). Bala, Gaya, Aliyu and Muhammad (2017), clearly postulated that ICT “refers to a broad field encompassing computers, communication, equipment and the services associated with them. This means ICT gadgets’ availability, functionality and utilization is needed for a History teacher to effectively undertake the inculcation of the requisite historical knowledge, attitudes and skills in a knowledge based and globalized economy. This is to ensure that students learn with ease at their pace, time comfort and convenience.

Information and Communication Technology has three positions in the curriculum and these include; learning about ICT, learning with ICT and learning through ICT. Learning about ICT, refers to ICT concept as a subject of learning in the school curriculum while learning with ICT is concerned with the use of ICT as a medium to facilitate instruction (Akudolu, 2018). The author maintained that, “learning through ICT refers to the integration of ICT as essential tool into a course/curriculum, such that the teaching and learning of that course/curriculum is no longer possible without ICT. Most schools do not provide information and Communication Technologies for teaching History. ICT can be an instructional medium or a source for learning. Therefore, ICT in education is considered as discipline, resource and key skill. Within these three broad areas, ICT offers enormous benefits to the society. This is based on the fact that ICT services in History instructions are concerned not only with equipping learners with knowledge and skills for the information age but also with equipping them with skills that will boost their economic and political status and invariably that of the country.



Recent report revealed that the readiness and penetration of ICT in the Sub-Saharan Africa where Nigeria belongs to is still very low, with most countries experiencing strong lags in connectivity because of the insufficient development of ICT infrastructures. While the developed world continues to witness development of ICT, Sub-Saharan Africa is still lagging behind due to poor quality services (Global ICT Chart Report: Guardian, Friday April, 2012 p.6). The report also ranked African countries on the global ICT Chart, while Nigeria was ranked 112<sup>th</sup> on the global ICT Chart, other countries in the African continent like Mauritius, South Africa, Rwanda, Botswana, Kenya and Senegal were ranked 53<sup>th</sup>, 71<sup>st</sup>, 82<sup>nd</sup>, 89<sup>th</sup>, 93<sup>rd</sup> and 100<sup>th</sup> respectively.

The report indicated that African countries suffer from severe weakness in all components of the index of ICT which range from poor connectivity caused by expensive and poor-quality ICT infrastructure to very low levels of basic skills and a weak framework for technology. A number of factors are said to have militated against the effective use of ICT on History instruction. These includes, lack of funding to support the purchase of the technology, lack of training of History teachers and students, lack of motivation on the side of teachers to adopt ICT as teaching tools for classroom instruction, unavailability and unfunctional of ICT gadgets.

ICT integration for History instruction is of great importance to the teaching and learning of the subject as a brilliant performance in History must have to be borne out of available, functional and adequate use of ICT gadgets. As noted by Sanda and Amos (2016), History is a subject that deals with the acquisition of knowledge about man in relation to his fellow man on the one hand and with nature on the other hand. It is these past activities of men in the society that helps in shaping



the present for a better future. But today things have change for the worse because most of the secondary schools are not using ICT gadgets. The teaching and learning process of History is in a state that requires urgent attention if better performance is to be expected.

The relevance of History in the school curriculum is enormous. These includes the fact that; it help students to know more about themselves by promoting their understanding of their past, in terms of both internal and external relationship, it promotes the habit of serious and critical examination of situations and ultimately offers opportunity for a special intellectual experience which sharpen the imagination and deepens one’s knowledge of the society. History inculcates in students the habit of not accepting explanations on their face value but to identify to the roots of happenings, thereby promoting better understanding because the world becomes a global village. It is common place that interest is the cornerstone to meaningful learning. Since interest motivates learning, the History teacher should be competent enough in handling ICT gadgets to make History learning interesting for the students, and also create conducive and friendly environment. History can make their lessons real, practical and interesting so as to motivate students to learn the subject with passion through the used of ICT gadgets that activate and stimulates the multi senses of students.

The use of ICT in educational settings, can act as a catalyst for change in this domain. ICTs by their very nature and application are tools that encourage and support independent learning. ICT has become a major tool in acquiring, processing, and disseminating adequate knowledge especially in the 21th century. Adequate Use of ICT gadgets makes history learning content available to a wide



range of audience (students), control the pace of learning, promote better understanding and help to overcome physical difficulties in presenting the subject contents.

ICT and History instruction in Nigerian Secondary schools, most importantly in the 21<sup>st</sup> century has developed within the framework of theory and practice. In this technological age, the effective means of communication in the classroom requires the use of information and Communication Technology gadgets and services. The role of ICT for History instructions in the 21<sup>st</sup> century can be seen in three major angles, namely, the impact on teacher, learner and the image of History as a discipline. Therefore, the school and the Government should provide functional ICT gadgets for History instructions, which would help students get updated information about their various areas of studies, thereby launching them into the global village where every human activity is computerised. Therefore, this study sought to evaluate ICT gadgets for History instruction in Lere Local Government Area, Kaduna State, Nigeria.

## **Statement of the Problem**

History instruction is fundamentally concerned with the transmission or passing of ideas, knowledge, attitudes and skills from the teacher to the learners. This process of instruction becomes more interesting, concrete and enduring when the multi-senses of learners are activated through the use of information and communication technology gadgets. However, the reverse seems to be the case in the study area as spoken words (verbalization) alone without the use of ICT gadgets is the commonly used medium of instruction. The reasons attributed for this posture of teaching History



is not unconnected to the unavailability, functionality and utilization of ICT gadgets for History instruction occasioned by challenges face in ICT integration. Baseline survey indicated that most senior secondary schools in the study area lack ICT gadgets. Where there are ICT gadgets, most of such gadgets are not functional. Even where they are functional, most History teachers hardly utilize them. This is due to lack of technical know-how to operate such gadgets. This makes the transmission of historical ideas, knowledge, attitudes and skills grossly ineffective and inefficient in producing the desired learning outcomes.

The outbreak of the Corona Virus Disease (COVID-19) pandemic which led to the total lockdown of most human activities in various parts of the world had far reaching challenges on Nigerian Educational system which further revealed the need for the use of ICT gadgets for History instruction. For instance, on the 19<sup>th</sup> of March, 2020, the Nigerian Government through the Federal Ministry of Education ordered the closure of all schools at various levels. Therefore, students and teachers were forced to relearn new ways of transmitting, accessing knowledge and interaction using ICT gadgets. As such, schools that were not having available and functional ICT gadgets couldn't reach out to their students. This in itself was a big challenge as ICT gadgets serve as concrete instructional material which makes learning to be student-centered, concrete and interesting to enhance uninterrupted learning. Consequently, this research seeks to answer the broad question: To what extent are there available and functional ICT gadgets, and whether the available and functional ICT gadgets are utilized for History instructions in Lere Local Government Area, Kaduna State, Nigeria?



## **Aim and Objectives of the Study**

The aim of the study was to evaluate Information and Communication Technology Gadgets for History Instruction in Lere Local Government Area, Kaduna State, Nigeria. The specific objectives of the study were to;

1. examine the extent to which ICT gadgets are available for History instructions in Lere Local Government Area, Kaduna State, Nigeria.
2. ascertain the extent to which ICT gadgets are functional for History instruction in Lere Local Government Area, Kaduna State, Nigeria.
3. find out the extent to which ICT gadgets are utilized for History instructions in Lere Local Government Area, Kaduna State, Nigeria.
4. identify some of the challenges encountered in using ICT gadgets for History instruction in Lere Local Government Area, Kaduna State, Nigeria.

## **Research Questions**

The following research questions guided the study:

1. To what extent are ICT gadgets available for History instruction in Lere Local Government Area,



Kaduna State, Nigeria?

2. What is the extent to which ICT gadgets are functional for History instruction in Lere Local Government Area, Kaduna State, Nigeria?
3. To what extent are ICT gadgets utilized for History instruction in Lere Local Government Area, Kaduna State, Nigeria?
4. What are some of the challenges encountered in the use of ICT gadgets for History instruction in Lere Local Government Area, Kaduna State, Nigeria?

## **Method and Procedure**

The survey research design was employed for the study. The population of the study comprised 32 History teachers and 219 History students in both public and private Senior Secondary Schools in Lere Local Government Area, Kaduna State, Nigeria. The sample for the study consisted of 14 History teachers, two each from the seven sampled schools and 140 students made up of 20 students each, totaling 154 History teachers' and students' respondents respectively. Purposive and simple random sampling techniques were employed for the study. Purposive sampling technique was used to target only schools that offer History, and simple random sampling technique was adopted by the researchers to sample seven schools from the purposively sampled senior secondary schools and number of History teachers and students respectively that were randomly sampled from each school.

An instrument tagged: "History Teachers and Students Questionnaire on Availability, Functionality, Utilization and Challenges of ICT Gadgets for History Instruction (HTSQAFUCICTGHI)" was used as the sole instrument for data collection.



“(HTSQAFUCICTGHI)” was researchers’ developed questionnaire made up of sections ‘A’ and ‘B’ respectively. Section ‘A’ which is also known as the bio data was designed to collect personal information of the respondents such as name of school, gender, class, educational qualification, and years of working experience as the case may be for teachers’ questionnaires. While section 'B' of the questionnaire had 20 items that were crafted in tandem with the objectives and research questions under the following sub- headings; availability, functionality, utilization and challenges of ICT gadgets for History instruction. The questionnaire made use of four points rating scale of strongly agree, agree, disagree and strongly disagree, corresponding to the numerical values of 4, 3, 2, and 1 respectively. Respondents were requested to tick against the options that best suit their opinions to show their level of agreement or disagreement to items on the instrument.

Both face and content validity of the instrument were established by subjecting (HTSQAFUCICTGHI) to three experts’ judgement. One from History and International Studies Education Unit, Department of Arts Education, another from Computer Education Unit of the Department of Science and Technology Education and the other from Research Measurement and Evaluation Unit of the Department of Educational Foundations, all from the Faculty of Education, University of Jos. Experts were specifically requested to ascertain the adequacy, comprehensiveness, relevance, appropriateness, accuracy of the items on the instrument and the clarity of language of the items. Their observations and corrections were useful in adjusting and reviewing the items before producing the final copy of the instrument. Test – retest method was employed to establish the reliability of (HTSQAFUCICTGHI). Thus, the same questionnaire was



administered twice to a sample of the population within a given time interval between the two administrations of the instrument in a school that was not part of the sample for the main study. The responses were correlated and the correlation coefficient obtained provided a measure of stability known as stability coefficient. Thus, a reliability coefficient index of 0.75 was obtained and adjudged to be appropriate and reliable.

The Direct Delivery Technique (DDT) of instrument administration was adopted for the administration of the questionnaire to obtain 100 % percentage return of questionnaires. The researchers personally visited the sampled schools to seek for permission to embark on the study and used both History teachers and students of the sampled schools as respondents for the study. Instructions were clearly read out for respondents and 30 minutes duration was given for the instrument to be completely filled. Descriptive statistics of mean was employed in answering research questions 1 – 4 raised from the onset of this study. Thus, criterion mean was pegged at 2.5 to either accept or reject an item as decision. Any item with a mean of 2.5 and above was accepted, while items with less than 2.5 mean were rejected.

**Research Question One:** To what extent are ICT gadgets available for History instruction in Lere Local Government Area, Kaduna State, Nigeria?



**Table 1 Extent to Which ICT Gadgets are Available for History Instruction in Lere LGA, Kaduna State, Nigeria**

S/N	STATEMENT		SA	A	D	SD	TOTAL	$\bar{x}$	DECISION
1	Computers are available for History instruction in my school.	F	49	65	28	12	154		
		Fx	196	195	56	12	459	2.98	Accept
2	Television is available for History instruction in my school.	F	84	42	20	8	154		
		Fx	336	126	40	8	510	3.31	Accept
3	Radio and tape recorders are available for History instruction in my school.	F	18	12	48	76	154		
		Fx	72	36	96	76	280	1.82	Reject
4	Projectors and film slides are available for History instruction in my school.	F	24	35	61	34	154		
		Fx	96	105	122	34	357	2.32	Reject
5	My school has internet service for History instruction.	F	23	32	41	58	154		
		Fx	92	96	82	58	328	2.13	Reject

**Source: Fieldwork, 2024.**

Results in Table 1 showed that items 1 and 2 have mean scores above the criterion mean of 2.50 and is hereby accepted while items 3, 4 and 5 have mean scores below the criterion mean of 2.50 and is hereby rejected. The decision shows that computers and televisions are available in



schools for History instruction but radio, tapes recorders, projectors and film slides including internet services are not available for History instruction in secondary schools in Lere Local

Government Area of Kaduna State.

**Research Question Two:** What is the extent to which ICT gadgets are functional for History instruction in Lere Local Government Area, Kaduna State, Nigeria?

**Table 2 Functionality of ICT Gadget for History Instruction**

S/N	STATEMENT		SA	A	D	SD	TOTAL	$\bar{x}$	DECISION
6	Computers are functional for History instruction in my school.	F	10	30	72	42	154	2.05	Reject
		Fx	40	90	144	42	316		
7	My school has functional television set for History instruction.	F	55	46	28	25	154	2.85	Accept
		Fx	220	138	56	25	439		
8	My school has functional Radio and tape recorders for History teaching and learning.	F	10	12	56	76	154	1.71	Reject
		Fx	40	36	112	76	264		
9	My school has functional projectors and film slides for the teaching and learning of History.	F	15	23	56	60	154	1.95	Reject
		Fx	60	69	112	60	301		
10	The internet service in my school is functional for History teaching and learning.	F	12	26	64	52	154	1.99	Reject
		Fx	48	78	128	52	306		



**Source: Fieldwork, 2024.**

Result from Table 2 revealed the extent to which ICT gadgets are functional for History instruction in Lere Local Government Area of Kaduna State. Items 6, 8 9 and 10 have criterion mean scores below 2.5 and are therefore rejected while item 7 has criterion mean above 2.5 and is therefore accepted. This shows that only television sets in schools in Lere Local Government Area are functional for History instructions while other ICT gadgets such as computers, radio, projectors and film slides, including internet connections are all non-functional for History instruction.

**Research Question Three:** To what extent are ICT gadgets utilized for History instructions in Lere Local Government Area, Kaduna State, Nigeria?

**Table 3 Utilization of ICT Gadgets for History Instruction**

S/N	STATEMENT	SA	A	D	SD	TOTAL	$\bar{x}$	DECISION	
11	My teachers utilize computers when F 8 25 78 43 154 teaching us History.	Fx	32	75	156	43	306	1.99	Reject
12	My teachers make use of television while F 53 48 28 25 154 teaching History.	Fx	212	144	56	25	437	2.84	Accept
13	My teacher always uses radio and tape F 6 15 57 76 154 recorder while teaching History.								
14	My teacher utilizes projectors and film slides to teach History.	Fx	24	45	114	76	259	1.68	Reject
		F	12	20	57	65	154		

Fx 48 60 114 65 287  
1.86 Reject

F 10 28 64 52 154



My teacher makes use of internet services Fx 40 84 learning applications like google classroom and zoom



128 52 304 1.97 Reject and e-to teach History.

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**Source: Fieldwork, 2024.**

The results of data analysis in Table 3 above showed that items 11, 13, 14 and 15 respectively received low responses which are less than 2.5 criterion mean score and is thereby rejected indicating the non-utilization of ICT gadgets such as computers, radio, projectors and film slides including internet connections for History instruction in Lere LGA of Kaduna State. Similarly, item 12 has criterion mean above 2.5 and is thereby accepted indicating the utilization of television sets as ICT gadgets in Lere Local Government Area of Kaduna State.

**Research Question Four:** What are some of the challenges encountered in the use of ICT gadgets for History instruction in Lere Local Government Area, Kaduna State, Nigeria?

**Table 4 Challenges Encountered When Using ICT Gadgets for History Instruction**



S/N	STATEMENT		SA	A	D	SD	TOTAL	$\bar{x}$	DECISION
16	Lack of technical know how to operate ICT gadgets is a challenge encountered while using ICT gadgets for History instruction	F Fx	43 172	78 234	20 40	13 13	154 459	2.98	Accept
17	Lack of adequate power supply is an alternative source of power challenge to ICT utilization	F Fx	72 288	49 147	13 26	20 20	154 481	3.12	Accept
18	Lack of good maintenance culture would be a challenge of ICT utilization in History instruction	F Fx	98 392	48 144	6 12	2 2	154 550	3.57	Accept
19	Poor internet services is a challenge to utilization of ICT gadgets for History instruction in my school	F Fx	48 192	65 195	32 64	9 9	154 460	2.99	Accept
20	Lack of adequate funds to purchase updated ICT gadgets is a challenge History instruction	F Fx	14 56	38 114	48 96	54 54	154 320	2.08	Reject

**Source: Fieldwork, 2023.**

The result of data analysis from Table 4 indicated that items 16, 17, 18 and 19 have criterion mean score above 2.5 and is thereby accepted while item 20 whose mean score is below 2.5 is rejected. The decision indicated that lack of good maintenance culture, lack of technical know-how, inadequate power supply and poor internet services are the problems encountered in using ICT gadgets for History Instruction in Lere Local Government Area of Kaduna State.

## Discussion of Findings



The findings of the study on research question one on the extent to which ICT gadgets are available for History instruction in Lere LGA, Kaduna State, Nigeria revealed that computers and televisions are available in secondary schools in the study area for History instruction. However, radios and tape recorders, projectors and film slides including internet services are not available for History instruction. This particular finding is in agreement with Jegede (2018) observation that majority of African countries cannot boast of radio, television, mobile phone, personal computer, satellites television, or even make use of internet. This goes to show that there is scarcity of ICT gadgets for History instruction in the study area.

Findings on research question two indicated that the only ICT gadget that is functional in schools in the study area is television set. Other important ICT gadgets such as computers, radios, projectors, film slides and internet service connections are all non-functional for History instruction. This result is consistent with the work of Sanda (2010), who noted ICT that gadgets available for History instruction are non-functional due to technical barriers. These technical barriers include delays for websites to open, failure of internet network connectivity, printers' failures, computers malfunction, and teachers having to work on old computers.

Outcome of the analysis of research question three showed that there was non-utilization of ICT gadgets such as computers, radio, projectors and film slides including internet connections for History instruction in the study area. This finding is in consonance with the findings of Durojaiye

(2018) which noted that teachers don't use ICT gadgets such as computers, radio, projectors and

film slides including internet connections in the class room.

Also, findings of analysis of research question four indicated that lack of good maintenance culture, technical know-how, inadequate power supply and poor internet services are the major challenges encountered when using ICT gadgets for History Instruction in Lere Local Government Area, Kaduna State, Nigeria. This is in agreement with Ololuber (2017) postulation that the major reason for non-utilization of ICT gadget is due to lack of knowledge on how to use them. This is because many Nigerian teachers have not been trained on how to use ICT gadgets in their classroom. This position is further buttresses by the statement of Sanda (2010) who noted that technical barriers impede the smooth delivery of the lesson when utilizing ICT gadgets in the classroom. This may have perhaps led to the non-utilization of ICT tools.



## **Summary of Findings**

The major findings of this study include;

1. Computers and televisions are available in secondary schools for History instruction but radios, tape recorders, projectors, film slides and internet services are not available in the study area. Hence, there is scarcity of ICT gadgets for History instruction in Lere Local Government Area, Kaduna State, Nigeria.
2. Most televisions sets are functional in schools in Lere Local Government Area of Kaduna State for History instructions. However, other more important ICT gadgets such as computers, radio, projectors, film slides, internet service connections are all non-functional for History instruction.

3. There was also the non-utilization of ICT gadgets such as computers, radio, projectors, film slides and internet service connections by History teachers in Lere LGA, Kaduna State, Nigeria.
4. The study highlighted lack of good maintenance culture, lack of technical know-how, inadequate power supply and poor internet services as the major challenges encountered when using ICT gadgets for History instruction in Lere Local Government Area, Kaduna State, Nigeria.



## **Conclusion**

The availability, functionality and utilization of ICT gadgets in the teaching and learning of History is construed as not only a paradigm shift and revolution in History pedagogy but also the cornerstone for transforming History classrooms from abstractness, boredom and dullness to becoming more lively, interesting and engaging. As crucial as these gadgets are to History instruction, most schools in the study area lack the needed ICT gadgets. Even where they are available in some schools, most of the gadgets are not in good condition (functional). Where such gadgets are available and functional in schools in the study area, most History teachers hardly utilize such gadgets due to either sheer laziness or lack of technical know-how and phobia towards technology. These are some of the encumbrances that militate against the effective application of ICT gadgets for History instruction in the study area and beyond which need to be addressed.



## **Recommendations**

Based on the findings of the study, the following recommendations are hereby made for the study:

1. Government should invest heavily in equipping schools with ICT gadgets and in the energy sub-sector so as to ensure steady supply of power in secondary schools in Lere Local Government Area, Kaduna State, Nigeria and beyond as ICT depends on power supply.
2. Government should accord History teachers the opportunity to attend refresher courses and training in the use of information and communication technology gadgets.
3. School Authorities should source for ICT gadgets by soliciting for donations from Non-Governmental Organizations, Old Students' Association and Philanthropists. This will boost ICT availability and usage in schools in Lere Local Government Area, Kaduna State, Nigeria.
4. Multinational and indigenous (home-grown) companies should be encountered to donate ICT gadgets to schools, sponsor, workshops, seminars and refresher courses for History teachers and students in ICT as part of its corporate social responsibilities.
5. Inspectors of Education should carry out routine supervision of teachers to ensure they implement effective use of available ICT gadgets while teaching History.

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