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Evaluation of The Role if ICT In Promoting History Education in Secondary Schools of Bauchi State, Nigeria

By

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**ABSTRACT**

*This survey study examined the role of computer studies in promoting history education in secondary schools using questionnaire for data collection, simple frequency distribution and percentage rate for analyzing the data collected from the sampled schools under the area of study. The results of the study showed that computer education plays a significant role in the attainment of secondary school objectives but discovers that most of the schools have not yet introduced the teaching and learning of computer education as a subject despite its supposed inclusion in the secondary school curriculum, and even schools where computer education is being taught, there are no enough computers for students' practical, no qualified computing personnel, and sometimes these schools are faced with the problem of erratic electricity supply. The study further reveals that computer literacy level is very low among the teachers and management staff of secondary schools but relatively fair among students of senior secondary education. The study recommends that government as a matter of urgency should provide computers, its related outfits and basic ICT infrastructure for public schools so that the teaching and learning of computer and computing technology can be integrated into the secondary schools' education.*

**Key words:** History education, ICT infrastructure, secondary school education, computer literacy level.

**INTRODUCTION**

Bauchi State is located in northern Nigeria. Its capital is the city of Bauchi. The state was formed in 1976 when the former North- Eastern state was broken up. What is now known as Bauchi was until 1976 a province in the then North-Eastern State of Nigeria. According to the 2006 census, the state has a population of 4,653,066. Bauchi State has over forty (40) tribal groups in which Hausa, Fulani, Gerawa, Sayawa, Jarawa, Kirfawa, Turawa Bolewa, Karekare Kanuri, Fa'awa, Butawa, Warjawa, Zulawa, and Badawa are the main tribes. This means

that they have backgrounds, occupational patterns, beliefs and many other things that form part of the existence of the people of the state. There are cultural similarities in the people's language, occupational practices, festivals, dress and there is a high degree of ethnic interaction especially in marriage and economic existence as well as conflicts. Some of the ethnic groups have joking relationships that exist between them, e.g. Fulani and Kanuri, Jarawa and Sayawa, etc. During the colonial era up to Nigerians independence, it formed part of the Bauchi Plateau of the then Northern

Region, until the 1967 state creation exercise, when the Bauchi, Borno, and Adamawa provinces constituted the former North-Eastern State. With the creation of Bauchi State in 1976, Bauchi State has 20 local government areas and over eighteen (18) educational tertiary institutions. Bauchi State occupies a total land area of 49,119 km<sup>2</sup> representing about 5.3% of Nigeria's total land mass and is located between latitudes 9° 3' and 12° 3' north and longitudes 8° 50' and 11° east. The state is bordered by seven states, Kano and Jigawa to the north, Taraba and Plateau to the south, Gombe and Yobe to the east and Kaduna to the west.

Bauchi state is one of the states in the northern part of Nigeria that span two distinctive vegetation zones, namely, the Sudan savannah and the Sahel savannah. The Sudan savannah type of vegetation covers the southern part of the state. Here, the vegetation gets richer and richer towards the south, especially along water sources or rivers, but generally the vegetation is less uniform and grasses are shorter than what grows even farther south, that is, in the forest zone of the middle belt. The Sahel type of savannah, also known as semi-desert vegetation, becomes manifest from the middle of the state as one moves from the state's south to its north. This type of vegetation comprises isolated stands of thorny shrubs. On the other hand, the southwestern part of the state is mountainous as a result of the continuation of the Jos Plateau, while the northern part is generally sandy.

Knowledge is infinite, Information and communication Technology (ICT) seems to be the emerging trend in teaching, learning and research and it has so become relevant in everyday life. Education can be described as a process by which people are prepared and trained to live and function effectively, efficiently and productively in

and around their environments (Ukeje In: Metiboba, 1992). The growing stage of youngsters is that particular period of time that provides them with the opportunity to develop the principles of life, make career decisions and begin the pursuit of one's goals, thus education is an important aspect for the youths. Education should include that kind of training that should be the extension to the fields of interest of these youths. The main motto of education is to provide knowledge, make every one aware about proper conduct and gain technical competency. Education helps in the development of an individual, physically, mentally and socially. The importance of education particularly secondary school education to youths is that it helps prepare them for greater responsibility. Thus, secondary school education should help the youngsters to define their career objectives, make them capable of deciding as to what they want from life, and enable them make progress in their fields of interest; computer education will go a long way in helping them realize this dream.

History subject is often associated with the old and static in the teaching and learning. With the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and i History is one of the subjects offered in some secondary schools and tertiary schools in Nigeria in general and Bauchi State in particular its value and sustenance requires the appropriate application of ICT. It's plays roles such as improving educational outcomes and enhances the quality of teaching and learning (Adesota & Fotok: 2013)

Furthermore, the Nigeria secondary school education should be geared up with ample amount of training that should allow beneficiaries to aim at a particular skills acquisition; this emphasizes the role of

computer studies in promoting secondary education Computer technology has gain recognition worldwide whether it is being used for financing, chatting, emailing etc; that is why it is always said that computer education is a must since almost every activity is computer driven and one cannot be able to make progress as far as his career options are concerned except it is matched with knowledge of computer and/or computing technology. As such, the study of computer as a subject in secondary schools is crucial because at this stage, education is central and critical to the child's future development.

There is clear and widespread agreement among the public and educators that all students need to be proficient computer users or "computer literate." However, while districts are spending a great deal of money on technology, there seems to be only a vague notion of what computer literacy really means. For instance, can the student who operates a computer well enough to play a game, send e-mail or surf the Web be considered computer literate? Or will a student who uses computers in school only for running tutorials or an integrated learning system have the skills necessary to survive in our society? Will the ability to do basic word processing be sufficient for students entering the workplace or post-secondary education? Clearly not. In too many schools, teachers and students still use computers only as the equivalent of expensive flash cards, electronic worksheets, or as little more than a typewriter. The productivity side of computer use in the general content area curriculum is neglected or grossly underdeveloped (Moursund, 1995; Eisenberg and Johnson, 2006).

Recent publications by educationist and related associations advocate for a more meaningful use of a computer-technology

in schools. This suggests integrating computer skills into the content areas, and that it should not be taught in isolation as separate "computer classes" as this do not really help students learn to apply computer skills in meaningful ways. Computer literacy does not only imply ability to operate computers, but also use it as a tool for organization, communication, research, and problem solving. This suggests a quick shift from approach and emphasis on theory to practice. Today in numerous educational and training sessions, interactive computer programmes are used to teach young students and adults computer literacy skills (Ogunkola, 2008). AS declared by (UNESCO, 2002) Thus: *"information and communication technology (ICT) has become, within a very short time one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy"*. Report according to (Global ICT Chart, 2012) revealed that the readiness of ICT in Sub-Saharan Africa is still low with most countries still not connected because of insufficient development of ICT infrastructure and lagging behind due to poor quality services, while the developed world continues to advance in the development of ICT. The report also ranked Nigeria 112<sup>th</sup> on the global ICT chart (Guardian, Friday April 2012 p.6).

It is against this background that this paper is divided into eight sections the first section is the introduction, section two examine the place of Computer studies and history education in school curriculum, section three discusses the problems associated with teaching and learning of computer. While section four is the methodology, section five is results of the research section six is the discussion and

tables section seven is the conclusion and the last eight sections proffer some recommendations

### **Statement of the problem**

Over the years, efforts have been made to provide computers to both public and private schools, at workshops and seminars organized to train teachers in order to improve their skills and knowledge of computing and computer applications to better their productivity, competency and efficiency in the course of their lessons delivery, but these could not go down well without problems. The classroom is a microcosm of society, and technology is having an increasing impact in schools throughout the country. In the same way that little is known about how technology affects communities in general, little is yet to be known about the effects that increased use of technology is having on school communities, in particular, on the sense of community of classroom learners (Weighting, 2006). Thus the problems of secondary school education today ranges from low level of computer literacy among staff and students, inadequate computers for practical lessons and lack of internet connectivity in schools where there are computer laboratories and in some instances unsteady power supply; also is the issue of inadequate trained staff/technicians for enhanced computer training and teaching, all these prompted the need to investigate the role of computer in promoting secondary school education today.

### **Purpose of the study**

The main purpose of this research is to critically investigate the role of computer studies in the attainment of quality secondary education in Bauchi Metropolis of Bauchi State, Nigeria, schools selected are

as follows: 1. General Hassan Kastina Government College Bauchi. 2. Government Comprehensive Day Secondary School Shadawanka. 3. Government Girl College Bauchi. 4. Government Day Secondary School Bakaro. 5. Federal Government Girls College Bauchi. 6. Immaculate Conception Secondary School Bauchi. Other objectives include; ascertaining the level of the introduction of the teaching and learning of computer studies as a subject in the secondary schools; to determine the level of use of computer in schools; to find out the level of computer literacy among staff and students of secondary schools; to ascertain the availability of computers and related facilities/outfits in secondary schools, to find out possible problems mitigating against the teaching and learning of computer in secondary schools with a view to proffer solutions.

### **Research questions**

The general research question is: what is the role of computer studies in promoting secondary school education today?

Others include:

1. To what extent has the teaching of computer studies as a subject been introduced in the secondary schools?
2. Do the schools use computer for data processing and/or office documentation?
3. Do the schools have computer laboratory and other related facilities?
4. What is the literacy level of the teachers and students as regard computer?
5. For what purpose(s) do the teachers use computer either than formal learning purposes?

6. For what other reason(s) do the students use computer?
7. It is expected that the secondary schools will realize the need for proper usage and maintenance of the computer in their possessions.

## METHODOLOGY

The Design for this study is evaluative and descriptive in nature; hence the need to sample people's opinions using questionnaire and observations. All the management staff, teachers and students in all the secondary schools in Bauchi metropolis were used for this survey. The sample 144 respondents obtained from six randomly selected secondary schools, as follows: 13 Management staff, 3 from each school, totaling to 18 Teachers, 6 from each school, totaling to 36 Students, 15 from each school, totaling to 90 Instrumentation Data was collected using the structured questionnaire administered to respective respondents in order to solicit for their opinions; however observations were made to ascertain the availability of certain facilities relevant to the study in question, while the collected data was analyzed using simple frequency distribution and simple percentage.

## RESULTS

### *Data presentation, analysis and interpretation*

In this section, Table 1, gives the summary of the questionnaire given to the various categories of respondents and the number retrieved; Table 2, shows the data analysis of the questionnaire administered to management staff; Table 3, shows the analysis of the questionnaire administered to teachers while Table 4 gave the results of the analysis of questionnaire administered to students, for the different sampled schools.

Table 1 show that, 20, 38 and 92 questionnaires were administered to the management staff, teachers and students respectively of the six (6) selected schools, while 13, 21 and 72 respectively were retrieved, this suggest that out of a total number of 144 questionnaires administered only 106 were retrieved which represent 74% of the total questionnaires administered. From Table 2, it can be argued that even though most of the management staffs are not computer literate, computer is still being used for data processing and office documentation. From Table 3, one can ascertain that most of the teachers from the study area do not use computer in their lesson preparation and delivery, this is because most of them are not computer literate while Table 4 shows that most of the schools are yet to introduce the teaching of Computer studies as a subject, even though students do acknowledge the relevance of computer to their studies.

## DISCUSSION

The results of the data presented and analyzed above, is hereby discussed in relation to the research questions raised.

### *The use of computer by all the respondents*

Responses to item number 2 (Table 2) and item number 3 (Table 4) suggest that management staff and students use computer for data processing while items numbers 2 and 3 (Table 3), suggest that most of the respondents do not agree to the use of computer for lesson planning and delivery, however, responses to items number 8 and 9 of Table 2, shows that majority of the respondents acknowledge the relevance and use of computer to the teacher's job.

### **Availability of computer laboratories and related facilities**

In response to this, it can be observed from Table 2, (item number 2), Table 3 (items number 6 and 7), and Table 4 (item number 5), that majority of schools do not have requisite computer laboratories and its associated facilities as only few schools indicated availability of computer laboratories with few computer

### **The level of the teachers' and students' computer literacy**

Table 2 (item number 1) and Table 3 (item number 1) shows that the computer literacy level of most teachers is low, while on the other hand Table 4 (items numbers 2, 3 and 6) suggest that the level of computer literacy among students is average and better, higher than that of teachers as most of the respondents indicated that they use computer for

**Table 1:** Summary of the number of questionnaires

Category	Schools	No. Admin	No. Returned	Not Returned	% Returned
Management	G.H.K Govt college Bauchi	3	2	1	66.6
	Gov't C.D.S.S. Shadawanka	3	2	1	66.6
	Gov't G.C. Bauchi	3	2	1	66.6
	Gov't D.S.S Bakaro	5	4	1	80
	F.G.G.C. Bauchi	3	1	2	33.3
	Immaculate C. S.S. Bauchi	3	2	1	66.6
					65
Teachers	G.H.K Govt college Bauchi	6	4	4	50
	Gov't C.D.S.S. Shadawanka	6	3	3	50
	Gov't G.C. Bauchi	6	3	3	50
	Gov't D.S.S Bakaro	6	5	1	83.3
	F.G.G.C. Bauchi	6	3	3	50
	Immaculate C. S.S. Bauchi	6	4	2	66.6
		38	21	17	55.3
Students	G.H.K Govt college Bauchi	15	15	2	88.2
	Gov't C.D.S.S. Shadawanka	15	12	3	80
	Gov't G.C. Bauchi	15	10	5	66.7
	Gov't D.S.S Bakaro	15	14	1	93.3
	F.G.G.C. Bauchi	15	10	5	66.9
	Immaculate C. S.S. Bauchi	15	11	4	73.3
		92	72	20	78.3
		144	106	38	70.6

various function. This suggests that teachers should strive to be computer literate.

### **Purpose(s) for which the teachers use computer**

Most of the respondents of this category are of the opinion that teachers use

computer essentially for communication, as only a few use computers for sourcing materials for lesson plan and delivery Other purposes for which the students use

computer Based on the analyzed data shown in Table 4(items numbers 3 and 6) students use computer for other reasons either than learning purposes, and these include typesetting, games, music, online study, e-mailing, entertainment, etc. In relation to the general purpose of the study, it is clear from both literature and results of this study shown that computer is highly used in most of our schools for teaching and also for other functions but this is more common in private schools. It can be ascertained that the level of computer literacy among teachers is very low compared to that of the students as most students can operate computer if not for other things but at least for music, games and movies. The results further indicate the

need for teachers to be computer literate so as to enable them use computer effectively Most of the schools indicated that there are no computers laboratories and where one exists the center is not connected to the internet. Further findings depict the relevance and role of computer and computing technology in promoting secondary education today, however, there are problems associated with the teaching and learning of computer studies and its deployment, particularly in public schools, these among others include:

- a. The non-implementation of the teaching and learning of computer studies in most public secondary schools today
- b. Lack of qualified teachers that would handle the teaching of the subject.

**Table 2:** An Overview of the Management Staff responses to the Questionnaire

Tested items/Questions	opts	Freq	Responses/interpretation
1. I am computer literate	A B C	4 8 1	It is clear that majority of the management staff are not computer literate since 9 out of 13 do not agree
2. We use computer in processing our work	A B C	6 6 1	Six (6) agreed that their schools use computer for data processing, while (6) don't and (1) not sure. This means more than 50% of the sampled schools don't use computer for data processing.
3. My school teaches computer as a subject	A B C	4 8 1	Four (4) of the respondents are of the opinion that their schools teach computer as a subject, while (8) disagreed and only one neutral. This means a larger percentage of the sampled schools do not teach computer as a subject
4. My school has a computer laboratory with at least five (5) computers	A B C	3 7 3	Many schools do not have computer laboratory even schools in which computer studies are offered as subject
5. My school has at least one qualified computer teacher	A B C	4 8 1	Only four (4) of the respondents agreed that their schools have qualified computer teachers eight (8) disagreed and 1 neutral.
6. The use of computer makes teaching more simple and easy	A B C	8 2 3	Majority agreed that computer makes teaching simple and easy, even though five (5) has a contrary view.

7. The learning of computer is important for students of today as will enhance learning	A	9	About 70% agreed that computer studies enhance students learning abilities, 15% undecided and disagree.
	B	2	
	C	2	
8. It is necessary for all teachers to be computer literate as it will improve working capacity	A	7	About 63% agreed that teachers need to be computer literate to better their work, 36% disagreed and one undecided.
	B	4	
	C	2	

The key to alternative options lettered A-C reflected in the Opts column is: A = Agreed (AG); B = Not Agreed (NA); C = Not Decided (ND) except stated otherwise.

- c. Lack of computers and its related outfits in most of the secondary schools; instances show that only a limited number of computers were present in few of the schools which do not go round the class population (denying most students access to computers)
- d. Poor computer literacy level amongst management and teachers who are suppose to promote the learning of computer in their respective schools.

**Table 3:** An overview of the teachers' responses to the questionnaire

Tested items/Questions	opts	Freq	Responses/interpretation
1. I am a computer literate	A	8	From the analysis (8) of the teachers are computer literate, (8) are not while (5) are not sure or undecided
	B	8	
	C	5	
2. I use computer to obtain materials for my lesson preparation.	A	5	Analysis shows that only 24% of the teachers make use of the computer in lesson preparation, 63% disagreed and 21% undecided
	B	13	
	C	3	
3. The use of computer using power point in lesson presentation is important	A	2	Analysis shows that 11% agreed that lessons presentation required power point in the use of computer, 68% disagreed and undecided.
	B	14	
	C	5	
4. The use of computer by students improves their learning ability	A	17	81% agreed that students can improve their learning abilities through the use of computer, 14% disagreed and 5% are undecided.
	B	3	
	C	1	
5. My school teaches computer as a subject	A	19	91% agreed that computer is taught as a subject in the schools especially the SSS, 9% disagreed and none undecided
	B	2	
	C	0	
6. My school has a computer lab. With at least five (5) computers	A	7	33% agreed that though computer is taught in the schools, there is no computer lab with at least 5 computers, 57% disagreed while 9% were undecided.
	B	12	
	C	2	



7. Our computer Lab is connected to the internet.	A	4	Analysis reveals that 20% agreed that the computer Lab has internet facilities, 60% disagreed while 20% were undecided.
	B	13	
	C	4	
8.The use of e-mail facility enhances teacher's communication with students and colleagues	A	16	76% agreed that e-mail facility enhance communication between teachers, students and colleagues 14% disagreed and 10% were undecided.
	B	3	
	C	2	
9. It is necessary for all teachers today to be computer literate.	A	17	Analysis shows that 81% agreed that it is necessary for all teachers in this age to be computer literate,14%disagreed while 5% were undecided.
	B	3	
	C	1	

## CONCLUSION

The challenge for educationalist in Bauchi State and Nigeria in general has been how to harness the potentials of ICT to complement the role of the teacher in teaching and learning process. David, Sara and Leonard (2010) assert that *"Teachers who do not have the chance to develop professionally in the use of emerging technology and acquire modern computer literacy and skill are under threat, the relevance of a teacher in the 21<sup>st</sup> century is determine by the will to develop appropriately"*. Furthermore, computer education offers several opportunities as today's students live in a global knowledge-based age, and they deserve teachers whose practice embraces the best that technology can bring to learning. (Lemke,1999).

This study, which is based on literature review and data analysis and discussion has established that computer education plays a significant role in promoting history education today, despite the relevance of the computer education to secondary education, most schools and in particular public schools are yet to introduce the teaching and learning of computer studies. This may be attributed to lack of computers and other related facilities, lack of qualified teachers, and worst is lack of the political will on the part

of the government to support the integration of computer education into the secondary schools' curriculum as expected in the national policy on education.

## RECOMMENDATIONS

Based on the results of this study, the following recommendations are hereby proffered:

1. That government should ensure that the teaching of computer education is introduced in all levels of our secondary education as soon as possible
2. Teachers in public schools should embark on computer literacy class with or without the support of government
3. Teachers who are computer literate should use computer and over-head projectors for presenting their lesson, as this will arouse students' curiosity and interest throughout the lesson, it will also ease teachers work as teaching will be faster and easy.
4. There is need for qualified computer teachers who in turn will train and supervise the use of computers in secondary schools.
5. There is need for the government to have a rethink on the subject matter history and its relevance to nation building, so that the right policies will be put in place to bring back history education in our

schools' curriculum as a compulsory subject, in order for history education to serve its purpose of molding citizens to develop a sense of national identity, patriotism and nation building, rather than playing lip service on the matter. If Malaysia can provide the curricular to teach history at the primary school level and has since 1997 launched the smart school. Nigeria can take a cue.

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