ASSESSMENT OF STUDENTS USE OF ICT TOOL FOR THE STUDY OF HISTORY IN IBRAHIM BADAMASI BABANGIDA UNIVERSITY LAPAI, NIGER STATE

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Abstract

The paper focused on the assessment of the use of ICT tools by students to study history in Ibrahim Badamasi Babangida (IBB) University. The purpose of the study is find out to the ICT resources that are available and accessible to history students in IBB University. The study is also to determine the factors responsible for students not using ICT resources for their studies and to find out the perception of students about the use of ICT in their schools. Survey research design was used to gather information from 85 history students in 300 level. A structured questionnaire was designed comprising of four sections based on the research questions. Percentages were used to answer research questions one and two, while mean was used to answer research questions three and four. Based on the data collected and analyzed the results showed that not all ICT resources are available and those available are not accessible to students except Computer, internet, printer and browser phones. The main factors affecting ICT use by students includes poor electricity, inadequate resources and limited time. This explains why students cannot use ICT for their studies though they have the intrest and knowledge on what to use and how to use them. The recommendation made is that efforts should be made by the administrators' concerned to make the necessary ICT resources available and accessible to students so that they can develop more interest in the study of history.

Introduction

Francis (2009) and Kirko (2009) wrote that history is important because it explains to people who they are and why, where and how they live. History as a subject develops people's interest in the past by allowing hearers to appreciate human achievements and aspiration. The subject teaches the students the major issues and event in the history of their on country as well as the world at large. In addition, history teaches how those events have influenced one another. For any nation to develop a sound basis for solving her present societal problems and issues, the study of history is necessary because it provides information on how similar issues and problems in the past have been resolved. It also establishes how issues and problems of the past have been different from the past ones. As a discipline history contribute greatly to the personal and social education of the people. It develops in students, attitudes and values necessary for tolerating a range of opinions needed in unifying a diverse people such as ours. The relevance of history in national development is highlighted in the National Policy of Education, (NPE) (2004) where the subject is integrated as core subject in Senior Secondary School Education. In IBB University, though not as old as other Universities. It is gathered by the researcher that most students studying history did not apply to study history, but other courses. This may be as a result of students' lack of interest in the subject, because of the nature of the course. Literature available noted that when ICT is used students can develop interest in history as a course and can overcome the difficulties faced in studying history.

Watson (2001) is of the belief that ICT brings changes in the way information is presented and learned. With the present technology and information explosion, it is expected that the tertiary institution should depend more on ICT resources for enhanced learning. This is because ICT can motivate students' interest to study the subject. The problem of history in Nigerian higher education which is noticed in students' low enrolment to study the subject. Even when students have the required qualification to study history, most of them will prefer to study other subjects such as government, social studies and political science. According to Booth (2008) British higher education faced a similar situation in the 1950s and series of innovations were introduced in order to restore the study of history which includes the use of ICT in form of Computer Assisted Learning (CAL) developed from spread sheet and database use, the internet and other technologies.

Information and communication technologies (ICTs) are information handling tools that are used to produce, store and process, distribute and exchange information. Ogunsola (2005) stressed that ICTs can be used to access global knowledge and communication with other people. Apple Computer (2002) added that students who use ICTs gain deeper understanding of complex topics and concepts and are more likely to recall information and use to solve problems outside the class rooms. In addition, through ICT, students extend and deepen their knowledge of investigation and inquiry according to their needs and interests when access to information that is available. Marshall (2002) identified different types of technology that can be used to support and enhanced learning. This includes video players, laptop computing and hand held technologies. Word processing and e-mail promote communication skills, database and spread sheets programmes promote organizational skills etc. Prensky (2005) asserts that even the cell phones that many now carry with them can be useful to learn. ICT resources when used can empower students learning by enabling them improve their class work by taking notes on the computer, or by sending home work, e-mail to the teacher from home, or by word processing their home work. The use of ICT will not be easy for the students unless the University assists by providing the resources to the students. The Federal Government of Nigeria have encouraged the use of ICT in her institution of learning in the National Policy of Education, the policy encouraged the use of ICT where the policy stated in section 4(m) that:

In recognition of prominent role of information and communication technology in advancing knowledge and skills necessary for effective functioning in modern world, there is urgent need to integrate information and communication technology (ICT) in to education in Nigeria.

For tertiary institutions, the Federal Government encouraged that each institution shall explore other sources of funding such as endowments, Consultancy Services and Commercial Ventures. IBB University though new has made effort to that direction to establish it own ICT driven project and programmes. Recently some of the staff had opportunity to travel to India for a workshop on the integration of ICT in their teaching though specifically in the sciences, it is hope that other subject in the art shall follow suit. Adetiririn (2012) in a study on ICT literacy among undergraduates in Nigeria Universities discovered that internet, computer and telephone were the ICT mostly used by undergraduates although more on an occasional basis. The study further discovered that major factors affecting the use of ICT were irregular power supply, inadequate ICT and limited time for ICT use. The use of ICT by the students will depend on their knowledge, belief and attitude towards the use of ICT. Dooley (1999) noted that students who like ICT and belief that it is capable of helping their pedagogical objectives in the classroom can easily integrate the use of ICT into their classroom learning. While those who don't belief in ICT, ignore its integration in their learning. This study therefore will specifically find out whether ICT resources are available and accessible for students in IBB University.

Statement of the Problem

Many reasons have been advanced for the poor academic performance of students in history which has led to poor enrolment of students into the universities to study history as a course. History as a subject is generally faced with the problem of lack of understanding due to the abstract nature of the subject. Some attribute the subject as full stories, dates and prolix writing. Literature available showed that students complained that history is too wide and too difficult to understand the key concepts of time, evidence, change, continuity, causation, consequence, events and issues from the perspective of people in the past. Such literature written by Brandford, Brown and Cockling (2003) and fielding (2005) agreed that students hate history because to them, the subject is not made relevant and interesting. For history to be interesting, Yaranta, and Cave (2007) encouraged teachers of history to engage students, when teaching history by using Information and Communication Technology (ICT) resources.

Purpose of the Study

The purpose of the study is to assess the use of ICT tools by students to study history in IBB University. The study specifically achieved the following objectives:

1. Find out the available ICT resources students in IBB University.
2. To determine how accessible resources are to the students.
3. To find out how often students use ICT resources for their studies.
4. To determine the factors affecting the effective use of ICT resources.

Research Questions

To achieve the stated objectives of the study, the following research questions were answered.
1. What are the available ICT resources for students' use in IBB University?
2. How accessible are these resources to students?
3. How often do the students use ICT resources for their studies?
4. What are the factors affecting the effective use of the ICTs resources?

Significance of the Study

The result of the study will be of benefit to the management of IBB University and other similar Universities. This will in turn benefit students studying history and country at large will benefit. The university management can use the result of this study to improve the learning condition of the students when they are able to address the factors affecting the use of ICT by students.

When the issues are addressed, the students will develop interest in the study of history and knowledge of people's historical development will change the attitude of Nigerian Youths towards the people they live with and this can create peaceful co-existence among the people of Nigeria.

Methodology

This study is descriptive survey design. This method allows the researcher to have a vivid description of history students in IBB University use ICT for their studies.

The population of the study comprised of all students, studying history in IBB University. Based on the statistics gathered from the office of the Head of Department of History, there are four hundred and forty students studying history in the university. The researcher used purposeful random sampling to study 85, 300 level students of history in the Department of history. This is because they have studied history far at least three years in the university, they will be in a better position than 100 and 200 levels students in providing the adequate information needed for this study.

The instrument was constructed by the researcher based on information gathered from literature on use of ICT and was validated by experts in the field instructional technology. The reliability of the instrument was determined at 0.68 using Spearman Brown Coefficient for split-halves method. The instrument administration was carried out by the researcher during their lectures and collected the same day. The data collected on the study was analyzed using frequency count and percentages for questions 1 and 2. The Mean statistic was used to answer research questions 3 and 4.

Results

The result of the data analyzed is presented based on the responses of the respondents on the availability and accessibility of ICT resources and factors responsible for use or lack of use of ICT resources as prepared based on each research question.

Research question 1: What are the available ICTs resources for students' use in IBB University.

Table 1: Percentages of students' responses on the availability of ICT resources.

S/no	ICT resources	Available		Not available		Result
		Frequency	%	Frequency	%	
1	Computer	54	63.5	31	36.5	Available
2	E-mail	54	63.5	31	36.5	Available
3	Internet	59	69.4	26	30.5	Available
4	Digital camera	31	36.5	54	63.5	Not Available
5	Scanner	32	37.6	53	62.4	Not Vailoble
6	Video equipment	30	35.3	55	64.7	Not Vailoble
7	Data processor	40	47.1	45	52.9	Not Vailoble Available
8	Printer	45	52.9	40	47.1	Available
9	Browser phones	56	65.9	29	34.1	Available

The result in table 1: showed that some of the ICTs resources such as computer, e-mail, internet and browser phones as indicated in the items 1,2,3,8, and 9 while the rest such as digital camera, scanner, video equipment and data processor are not available as indicated in terms 4,5,6 and 7.

Research question 2: How accessible are these resources to students?

Table 2: Percentages of students' responses on their accessible to ICT resources.

S/No	ICT resources	Accessible		Not Accessible		Result
		Frequency	%	Frequency	%	
1	Computer	39	45.9	46	54.1	Not accessible
2	E-mail	38	44.7	47	52.3	Not accessible
3	Internet	47	52.3	38	44.7	Accessible
4	Digital camera	24	28.2	61	71.8	Not accessible
5	Scanner	24	28.2	61	71.8	Not accessible
6	Video equipment	19	28.4	66	77.6	Not accessible
7	Data processor	24	28.2	61	71.8	Not accessible
8	Printer	30	35.3	55	64.7	Not accessible
9	Browser phones	47	52.3	38	44.7	Accessible

The data in the 2 revealed that the respondents have access to internet and browser phones only as items 3 and 9 indicate. Other ICT resources in the table are not accessible to the respondents are indicated in item 1,2,4,5,6,7 and 8.

Research question 3: How do students use ICT resources for their studies?

Table 3: Frequency of the use of ICT resources.

S/No	ICT resources	Percentage/numbers of respondents			
		Once/ week N=85	Twice/ week N=85	Daily N=85	Occasionally N=85
1	Computer	16%(14)	13%(11)	51%(43)	20%(17)
2	E-Mail	15%(13)	35%(50)	30%(25)	20%(17)
3	Internet	16%(13)	14%(12)	50%(43)	20%
4	Digital camera	65%(55)	11%(9)	10%(8)	15%(13)
5	Scanner	73%(62)	18%(16)	4%(3)	5%(4)
6	Video equipment	90%(77)	5%(4)	1%(1)	4%(3)
7	Data processor	10%(8)	15%(13)	70%(60)	5%(4)
8	Printer	15%(13)	35%(30)	35%(25)	20%(7)
9	Browser phones	5%(4)	7%(6)	80%(68)	8%(7)

The data in table 3 showed that the respondent used computers, internet, data processor and browser phones more than other resources. This could be as a result of the availability of these resources all round the campus and more of the respondents have their browser phones.