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ABSTRACT

This study investigated the effect of gender on the use of computer in the teaching learning process and effect on the academic performance of students in history. It was a quasi-experimental study and use a pre-test design. The experimental group was taught the slave trade as a topic in history with computer while the control group was taught without computer. Two research questions and two null hypotheses guided the study. One researcher-made instrument of 20 item multiple choice questions was used for both pre-test and post-test. Data collected was analyzed using mean score and t-test. Result show that gender had no significant effect on the use of computer as shown by the performance of the boys and girls. However, the use of computer in the teaching improved the academic performance of the students.