



**EXPLORING THE APPLICATION OF TECHNOLOGY IN THE
PEDAGOGICAL PROCESS OF SECONDARY SCHOOL HISTORY**

Anho Roseline Okiemute (Ph.D)¹

Ndakara Elohor Joy (Ph.D.)²

Department of Educational Management and Foundation,
Delta State University, Abraka, Delta State, Nigeria

ABSTRACT

The study explores the application of technology in the pedagogical process of secondary school History, which is premised on the fact that technology has the ability to concretize knowledge of history when employed in the pedagogical process in history amongst students, especially those at the secondary school level of education. The study made use of secondary data for its exploration of the application of technology in the teaching and learning process, and on the strength of that, the study concludes that the benefits of technology usage in education and history in particular cannot be overemphasized as it makes for seamless teaching and transfer of from the instructor to the learners with regards to historical facts on cultural legacy, political growth, and societal development. The study suggested that the relevant authorities in the education sector like the government, civil societies and philanthropist should assist with the supply of technology and relevant historical data that will assist in the pedagogical process of history amongst learners.

KEYWORDS

Technology, History, Teaching, Learning, Culture, Education

INTRODUCTION

Education has been described by many scholars as a way of impacting knowledge and making a better society. Education is about learning skills and knowledge. It also means helping people to learn how to do things and support them to think about what they learn. It's also important for educators to teach ways to find and use information. Generally, the use of technology has shaped and helped on the impartation of knowledge most especially in teaching and learning of history. The changing trend of the world as made technology a basic component of every human organization. Technological advancement over the years has led to significant changes in human affairs most especially in the areas of education, agriculture, health and many others have all witness progress as a result of technological advancement. Notwithstanding, progress in application of technology devices are mostly unavailable or insufficient in most of our classrooms, .one area of concerns regarding the use of technology is the educational sector. This sector seems to be lagging behind when it comes to integrating technology into teaching and learning of history. The situation is alarming as technological

devices are mostly unavailable or insufficient for effective teaching and learning of history. In this era of globalization, technology has impacted every aspect of human existence.

It facilitates social and historical transformation and is essential to human growth. According to Anho (2015), who referenced Graddol (1997), technology is important to the process of globalization, impacting labor, education, and culture. As a result, using contemporary technology to support and facilitate history instruction becomes essential. The secret to figuring out how technology might improve history instruction is awareness. The new era's technological advancements have inevitably given modern history teachers additional responsibilities and tasks. The methods and approaches to teaching history have changed significantly, as has the role of the history practitioner. There are many ways to use technology to make history more engaging, creative, and useful. Students who study history grow as individuals on a local and global level. Even though they are unable to visit all of those nations and historical sites, they nevertheless need to see them. Beyond the function of the instructor, the influence of technology on teaching and learning history has grown to be extraordinary. Thus, it can be inferred that enhanced learning outcomes may be achieved when the roles of technology and teachers are combined (Sharma, 2009).

Around the world, globalization has raised history's profile and importance. As a result, history's significance keeps increasing. Numerous technical instruments have been made available to support history instruction as a result of the swift advancements in science and technology. These resources include electronic dictionaries, computer-assisted history learning programs, video clips, audio virtualities, and animation effects, all of which are arranged on an engaging and captivating platform to promote innovation in the modern history classroom. As a result, technology has encouraged creative and engaging historical learning activities for both instructors and students. Technology has been acknowledged as the fundamental component of teaching and learning in these works. Therefore, keeping up with the most recent technological advancements is crucial for history education. By abandoning the traditional approach to history education in favor of technology-based teaching and learning with the goal of boosting and stimulating students' interest in the subject, this awareness will enable them to handle the technological revolution and help them produce the best results in the history classroom (Nakpodia & Anho, 2011).

The traditional method of teaching history is teacher-centered and mostly depends on rote memory, textbooks, and lectures. In the classroom, the instructor is the primary source of authority and information. Textbooks serve as the main teaching tool for imparting the course material and providing an unwavering account of historical events, while the teacher uses the lecture technique to recount the discourse's content. This historical fact is learned by the students through repeated memorization of teacher-passed material and textbook readings, which have evolved into technology-based learning in the modern era, where a user only needs to click a button to view all of the content they are interested in. According to Egbule (2018), cutting-edge invention and innovation that transformed traditional classrooms and made way for dynamic and interesting learning experiences for both teachers and students are what spurred the development of technology-based learning. The use of educational radios, slide projectors, and television shows in the pedagogical process marked the beginning of technology integration in education. The advent of personal desktop computers for computer-assisted education, the Internet, and mobile device learning (m-learning) came shortly after. Students can interact with individualized adaptive learning materials and immersive Augmented Reality/Virtual Reality (AR/VR) experiences thanks to these technologies.

Notably, two technologies that are transforming how we use screens for learning are virtual reality (VR) and augmented reality (AR), which are producing innovative and captivating interactive experiences (Egbule, 2013). Augmented reality is a little different from virtual reality, which employs a headset to immerse you in a computer-generated environment that you may explore. Using a smartphone or transparent visor, it projects digital visuals into the surrounding actual environment rather than immersing you in a virtual one. There is a need for technology integration since, on the one hand, the use of technology in classrooms has changed educational paradigms. In order to improve instructional quality and student engagement, history teachers may now employ more engaging teaching strategies thanks to the incorporation of technology and changing educational paradigms.

Education and Technology

The way we work and live is being drastically altered by technology. This is also true in the sphere of education. Indeed, new technologies were being developed and created on an almost weekly basis in the late 1990s. Education was the main focus of those ambitious researchers who wanted to explore if their product could change education as we know it, and technology was booming. The novelty of instructional technology has partially faded over ten years later. Since many schools are having financial difficulties, they are reducing expenses wherever they can. Despite the fact that many schools still face financial difficulties, instructional technology is nonetheless widely used in classrooms today, especially in those with little funding (Albion et al. 2015). Other nations that are still effectively incorporating technology into their children' education have put pressure on our country throughout the years. The United States has committed to provide children the tools and resources they will need to achieve in life in order to enable them to flourish in the digital era (Angeli & Valanides, 2009). They states that in order to benefit our country's schools, local communities, and most importantly, our kids, educators are urged to utilize technology to its fullest potential. In order for today's pupils to succeed in the future, they must be taught 21st century skills.

Digital literacy, creative thinking, good communication, teamwork, and the capacity to produce high-caliber projects are a few of these abilities. Teachers must use technology to concentrate on the essential components of student accomplishment in order to accomplish this ambitious aim. Assessment, alignment, accountability, access, and analysis are some of those fundamentals. Teachers should think about the various aspects of education, just as they should think about the fundamentals of student success. The way that kids learn is an important area to consider. pupils are better prepared for the future and genuine authentic learning starts when teachers understand how their pupils learn best.

Although integrating technology in classrooms is difficult, Ertmer and Ottenbreit-Leftwich (2010) maintained that it is essential. In order to provide educators a framework for considering how to incorporate technology into their everyday lessons, she offered four general ideas. These four ideas were: learning is social, learning is active, learning is reflective, and learning happens in context. It is crucial to keep in mind that meaningful learning cannot be ensured by technology alone. Nonetheless, effective use of the tools at hand has the potential to improve and revolutionize instruction in modern classrooms. Technology is still viewed rather timidly by many educators today, despite all the favorable presumptions about its successful usage in the classroom. Due to their propensity for traditionalism, educators are less likely to adopt the newest and most cutting-edge technology that has recently hit the market (Vail, 2003). The fact that educators are reluctant to adopt new technology

unless they perceive a need for it is another factor that adds to their reticence. However, the viewpoints of educators were inevitably going to shift once the No Child Left Behind Act (NCLB) was passed in 2001. In fact, Vail contended that without integrating technology into the classroom, schools would find it extremely difficult to satisfy the expectations made of them.

Digital Technology and History

Since digital technologies have completely changed how knowledge is acquired, shared, and transmitted, they have become essential parts of contemporary education. The use of digital technology in teaching and learning is a developing field with enormous promise in Nigerian education. Teaching and understanding Nigerian history in schools is one subject area where this potential is very important. A patchwork of cultures, occasions, and figures that have influenced the country may be found in Nigeria's rich and varied history. Teachers have both the difficulty and the potential to use digital technologies to improve the teaching and learning process in history classes as technology develops. As a center of historical and cultural importance, Delta State offers a singular setting for investigating the effects and possible difficulties of using digital technology into Nigerian history education. Digital technology integration has been a driving force behind innovative teaching methods in the ever-changing field of education. The introduction of digital technologies is causing a paradigm change in the field of history education, which is crucial to comprehending a country's past, culture, and identity. This study explores the relationship between the use of technology and the teaching and learning of Nigerian history in Delta State's educational system.

Nigeria, a country with a diverse range of cultures, histories, and customs, is situated at the nexus of educational development and technological innovation. As a hive of scholarly activity, Delta State acts as a microcosm of the nation's larger patterns in educational practices. In order to keep history instruction current, interesting, and successful, educators are facing the task of utilizing digital technology to improve the educational environment as the globe grows more linked. Technology has advanced at an unparalleled rate in the twenty-first century, and education is not an exception to this revolutionary trend. Numerous tools and materials made possible by digital technologies have the potential to completely transform history education. The integration of digital components into history courses becomes an intriguing field of research in Nigeria, where history is a fundamental component for comprehending the intricacies of cultural legacy, political growth, and societal development.

The understanding that successful integration of digital technology into history instruction can result in significant advantages serves as the justification for this study. In addition to having the ability to make historical narratives more approachable and interesting, it also supports more general educational objectives of encouraging students' critical thinking, digital literacy, and cultural awareness. For educators, legislators, and curriculum authors to make well-informed decisions, it is essential to comprehend the current status of digital technology integration in Nigerian history instruction in Delta State schools. Due to the COVID-19 epidemic, teaching and learning are no longer conducted in traditional classroom settings worldwide. Nigeria is not an exception to this trend, as digital learning has become the norm.

According to Anho (2022), today's kids are referred to be "digital-age learners" because of their proficiency with technology and freedom in studying. These pupils of the digital era have access to resources and knowledge that go beyond conventional educational structures and procedures. Because digitalization offers up new areas of learning in this new normal, its significance in education cannot

be understated. However, the COVID-19 pandemic showed that more can be done online, proving that almost every aspect of people's lives involves some form of digitalization. Consequently, digital education has never been more important than it is today. Concerns about how ICT resources, such as computers, scanners, intranets, the internet, email, videophone systems, teleconferencing devices, wireless application protocols (WAP), radios, and microwaves, can be made available to students both locally (classroom model of e-learning) and remotely (Harris et al. 2009) are becoming more prevalent in this era of ICT. For example, different sectors have quickly adopted Zoom meetings, and the potential for remote work is always expanding. The future is exciting in terms of what is possible. Over the past ten years, the education sector has not lagged behind in terms of innovation, and a lot of digital learning has occurred and is probably going to continue. To improve skills and fortify students' cognitive domain, Nigeria's educational system has to be heavily digitalized.

Curriculum presented in a digitalized environment enhances learning and innovation abilities, information, media, and technology skills, as well as life and career skills, claims McNulty (2021). However, because these abilities may be taught and learned without access to digital tools and surroundings, curriculum taught in non-digitized contexts encompass cognitive skills like creativity, problem solving, and critical thinking. Therefore, learners have the opportunity to develop a cognitive resource-based mechanism and improve their skills, as well as to participate in lifetime learning and continuous education, thanks to the digitization of education (Coban et al. 2022). Modern teaching resources are essential and desired in today's digitalized world. Modern education uses technology to teach students. As a result of digitalization, which offers information that can be disseminated in a number of ways (such as teacher-directed, joint teacher and learner-directed, and learner-directed), education becomes a cooperative and self-driven enterprise in which educators, students, and other stakeholders are involved.

Unthinkable access to information is made possible by the democratization of knowledge made available to the public domain in digital archives and libraries. The British Library archive is the sole place to read a number of 19th-century traveler and explorer stories regarding the Nigerian region and West Africa. In order to obtain such material, a researcher must go through a demanding and costly process that involves travel. Now, all it takes is a mouse click and a few registration procedures to make this easy. Knowledge exchange in the educational system is now simple, accessible, and less expensive thanks to digital technology, which also eliminates the need to go far to obtain information. Similarly, Timbuktu's Arabic text is providing more insights into the history of West Africa and the outside world (Michael as cited by Cusso-Calabuig et al. 2018).

Scholars and the UN have taken notice of this and are supporting research programs to learn more about West Africa's ancient connections to other regions of the world, which is changing the course of history today. Social media connectedness via platforms like Facebook, LinkedIn, and Twitter is another element of digital technology dynamism that merits discussion. Students and researchers from all over the world who have a shared academic objective can collaborate more effectively thanks to these social media platforms. Twitter, which was introduced in 2006 with a "community of people" connected in an account and tweeting information within a range of 140 characters in an open Application Interface (API), is bringing millions of scholars together, according to research done by Swiss academics (Martin as cited by Daniel, 2020).

Furthermore, because of their rarity, fragility, and susceptibility to weather-related deterioration, rare artifacts that are typically not in the public domain in certain museums, libraries, archives, and cultural

centers are now easier for historians to view thanks to digital technology. These resources help historians by analyzing and interpreting the source to uncover completely new knowledge. It can be challenging to draw conclusions and interpret them when uploaded images or materials are presented primarily to serve a purpose or in accordance with online trends. This results in incomplete content of the larger picture of such sources (Egbule & Egbule, 2008).

Similarly, the entire process of digitization alters the actual characteristics of these sources in picture format that are uploaded to servers, which might occasionally be the consequence of technological malfunctions. The dimensions, genuine resolution, and actual condition of the substance are all impacted by the limitations of these high-tech cameras and their resolutions. Strict guidelines to prevent infractions of protocol and normal practice can prevent all of these issues. These are a few of the crucial factors that a 21st-century historian must take into account and have in the back of his or her mind when using Web 2.0 for research in order to determine the reliability of the materials being examined for superior interpretation. Due to the constantly changing nature of technology and the version in use, all of these tools are subject to updates and upgrades and may occasionally become outdated or need to be modified. All of these tools are always being updated, but there is never a finished version (Neils as cited by Delcker & Ifenthaler, 2021).

Attitudes of History Students in the Use of Technology in Teaching History

Volk et al. (2003) assert that attitude is a construct that, once formed, may either promote or impede future learning. In an atmosphere where learners' views are disregarded, it is challenging to shape educational experience and desired behavioral changes (Ozdemir, as cited by Delgado et al. 2015). Even while it might be challenging to help students build positive attitudes, technology-based learning activities foster a culture of high student engagement and devotion that encourages even the most unmotivated students to participate in class activities (Elkordy & Lovinelli, 2020). According to Turan (2010), history is typically listed by students as one of their least favorite topics.

According to Loewen in Daniel (2020), students believe that history classes only include reading textbooks, remembering information, paying attention in class, and taking tests; they have little to no opportunity to actively participate in the learning process (quoted in Turan, 2010). Numerous research on technology-enhanced history instruction have been prompted by this fairly unfavorable attitude toward the topic, with the goal that these studies may alter students' perceptions and spark their interest in the subject. When technology was included into classroom activities, children were able to concentrate and learn more effectively, which improved their academic performance. Watching a film or documentary might help students understand history more effectively than reading a textbook. Technology, particularly audio-visual resources, must be used to promote a favorable attitude toward history classes.

According to Doppen's (2002) research, students seemed to enjoy technology since they felt in charge of their education and frequently utilized computers to examine historical events. Additionally, because it allowed them to do information searches and attempt to make sense of the many sources they discovered, students saw the internet as a fascinating tool for learning history. Thus, with the technology at their disposal, students may learn about historical events from a variety of angles. Rampersad (2011) investigated the effects of technological integration on students' motivation, engagement, and interest in Modern Studies. Technology utilization contributed to the development of more favorable learning environments for learners. Once more, it was discovered that students'

attention was piqued by technology, which increased their participation and engagement in the sessions. When technology was employed, pupils were able to remember the material because it included real-world examples that they could readily recognize. In a study by Lavin et al. (2011), students whose teachers employed technology in the classroom either heavily or moderately were asked how they would learn if it were not utilized. According to student replies, removing technology from the classroom will negatively affect the material covered in class, their ability to pay attention in class, their want to learn more from that specific instructor, and their desire to learn more about the subject. Additionally, it showed that students who used technology in class would give a course a worse rating if it were removed.

Technology-Integrated Teaching Methods

Teaching strategies that include technology make use of digital resources to improve the educational process. History is brought to life for students through dynamic and immersive instructional applications, multimedia tools, virtual field excursions, and interactive lectures. Students may easily do research and examine original sources because to the abundance of historical knowledge made available via digital archives, online databases, and virtual museums. Group projects and conversations are facilitated via collaborative platforms, which develop analytical and critical thinking abilities. In order to improve history instruction and learning, educators are increasingly incorporating technology and cutting-edge pedagogical techniques as education continue to change. Teachers may provide students with more interesting, inclusive, and successful history education experiences by fusing traditional teaching methods with digital resources and interactive strategies. Teaching history using contemporary information and communication technology (ICT) technologies has the potential to completely transform the educational process by making it more dynamic, interesting, and approachable. The way that history professors use technology in the classroom is primarily determined by their own opinions as well as the circumstances of the organizations where they are employed.

Despite these circumstances, history professors "should view technology as a tool that can make the teaching and learning of history more stimulating, rewarding, and rigorous for all" (Fisher, 2000). Earle (2002) as cited by Anho (2022) asserts that the use of technology in the classroom is a highly individualized process for the instructor. He goes on to say that it includes a three-level process of confidence, competence, and creativity in addition to teacher training, dedication, follow-up, and resolved problems. The efficiency of teaching and learning should be the primary focus of technology adoption, he argues once more, and "teachers need to be able to make choices about technology adoption without ending up technocentric by placing undue priority on the technology for its own sake without relating to learning and the curriculum." According to Field (2003), history instructors ought to include technology into their lessons when they can see how it enhances the learning experience. He goes on to say that using technology for its own purpose is completely pointless for history professors. Teachers should thus ask what technology can do for history rather than what history can do for technology.

According to Field (2003), history professors who are adjusting to technology use should make sure that the goals of the use are apparent and emphasize how the technology aided in achieving those goals. According to a 2013 survey by Ruto and Ndaloh on the usage of teaching resources for government and history classes in Kenya, 54% of instructors used maps and 62% of teachers regularly utilized textbooks. Once more, only 3% of respondents said they frequently utilized the radio to teach

history and government in their schools, while 80% of respondents said they had never done so. According to Oppong (2009), history instructors did not use alternative educational and technologically oriented materials, including as audio, video, and audio-visual media, into their history classes outside of the textbook.

According to a related research by Adeyinka (1989), most schools either never employed technology to teach history or only seldom or infrequently did so. These tools included radio and television, slides, projectors, films, and film-strips. History professors did not make use of technology in teaching, even those who employed them did so sporadically. This suggests that history professors probably rely a lot on history textbooks and other materials that might not pique students' attention. This supports a previous study by Ruto and Ndaloh (2013) that found history instructors tended to rely on textbooks rather than alternative technologically oriented and instructional materials including audio-visual media, visual media, and audio-visual media.

Challenges Teachers Face in Using Technology to Teach History

According to a research by Haydn (2001), 30 out of 42 history instructors cited a lack of time to prepare how to include computers into their classes as the most significant and frequent obstacle to using technology. The push to cover curricular content and the challenge of gaining access to computers came next. The respondents also included ideological opposition to computer usage, a lack of confidence or understanding of how computers operate, and concerns about the potential effects of computer use on classroom management.

According to the survey, the ideological resistance resulted from the majority of respondents' lack of belief that computers could significantly contribute to students' historical knowledge and comprehension. One of the biggest issues with instructors' usage of technology was the lack of technological tools. This supports Maholwana-Sotashe's (2007) assertion that poor teacher technology usage is caused by a lack of infrastructure, hardware and software, internet connectivity, and other technological resources. Time proved to be another obstacle. Instructors grumbled about not having enough time to use technology in the classroom. This outcome is in line with the findings of earlier research by Haydn (2001) and Amengor (2011). These studies agree that the most significant and frequent obstacle to the use of technology is instructors' lack of time to plan how to include computers into history lectures and to create teaching materials employing technology. Once more, one issue that hampered teachers' ambition to use technology to teach history was a lack of administrative support. Using a range of technology in the classroom is essential for increasing teacher effectiveness and raising student learning. Teachers will inevitably encounter certain difficulties when attempting to incorporate technology into their lesson plans, though, just as in any other undertaking.

According to Raman and Mohamed (2013), a number of barriers prevent subject instructors from using technology often. These challenges according to Lawrence and Egbule (2021) include a dearth of infrastructure, hardware and software, internet access, technology-competent instructors, inadequate training, teachers' resistance to change and lack of expertise, a lack of technical support, a dearth of funding, and a lack of suitable technology policies. According to Anderson (2008), the majority of these difficulties derive from the necessary adjustments that come with using new technology in the classroom. According to Anderson, a lot of teachers believe that the introduction of technology-based learning is frightening, invasive, and intended to displace conventional teaching methods. In order to improve the quality of instruction and learning and prepare teachers to be

proactive technology adopters in the future, it is crucial to identify potential obstacles to technology integration in schools (Bingimlas, 2009).

Conclusion

The application of technology in learning enhances comprehension and the ability to explain events as obtained in historical studies. It also help for ease access to documented history and the ease at which same is communicated to learners. Against this backdrop, this study concludes that the benefits of technology usage in education and history in particular cannot be overemphasized as it makes for seamless teaching and transfer of from the instructor to the learners with regards to historical facts on cultural legacy, political growth, and societal development

Suggestion

Arising from the conclusion, the paper suggested that the relevant authorities in the education sector like the government, civil societies and philanthropist should assist with the supply of technology and relevant historical data that will assist in the pedagogical process of history amongst learners. Also, finance should be made available to purchase relevant materials, instruments and tools relevant to the teaching and learning of history, as this will enhance the ease of students' comprehension of history.

Conflict of Interest

The authors declares that there are no known competing financial interests or personal relationship that influence the work reported in this paper.

References

1. Adeyinka, A.A. (1989). Current Problems of History Teaching in Some Nigerian Senior Secondary Schools, *Ilorin Journal of Education*, 9(6), 55-63.
2. Albion, P. R., Tondeur, J., Forkosh-Baruch, A. & Peeraer, J. (2015). Teachers' professional development for ICT integration: Towards a reciprocal relationship between research and practice. *Education and Information Technologies*, 20(4), 655-673.
3. Amenger, J. (2011). History Teachers perception of ICT in Promoting Teaching and Learning, University of Cape Coast. Unpublished Dissertation.
4. Anderson, W.D. (2008). The use of technology in Education benefits and challenges, State University: Unpublished article.
5. Angeli, C. & Valanides, N. (2009). Epistemological and methodological issues for the conceptualization, development, and assessment of ICT-TPCK: Advances in technological pedagogical content knowledge (TPCK). *Computers & Education*, 52(1), 154-168.
6. Anho, R. O. (2015). Principals and teachers' assessment of teachers' classroom management effectiveness in delta state secondary school. *Basic Research Journal of Education and Research and Review*, 4 (3), 45-55
7. Anho, R. O. (2022). Enhancing students' performance in external examination through teachers professional development and induction in Delta State, Nigeria. *Innovations*, 71, 265-272.
8. Bingimlas, K.A. (2009) Barriers to the Successful Integration of ICT in teaching and learning environments. A Review of the Literature *Eurasia Journal of Mathematics Science and Technology Education*. 3(1), 235-245.

9. Coban, M., Bolat, Y. I. & Goksu, I. (2022). The potential of immersive virtual reality to enhance learning: A meta-analysis. *Educational Research Review*, 100452. <https://doi.org/10.1016/j.edurev.2022.100452>
10. Cussó-Calabuig, R., Farran, X. C. & Bosch-Capblanch, X. (2018). Effects of intensive use of computers in secondary school on gender differences in attitudes towards ICT: A systematic review. *Education and Information Technologies*, 23(5), 2111–2139.
11. Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects*, 49(1), 91–96.
12. Delcker, J. & Ifenthaler, D. (2021). Teachers' perspective on school development at German vocational schools during the Covid-19 pandemic. *Technology, Pedagogy and Education*, 30(1), 125–139. <https://doi.org/10.1080/1475939X.2020.1857826>.
13. Delgado, A., Wardlow, L., O'Malley, K. & McKnight, K. (2015). Educational technology: A review of the integration, resources, and effectiveness of technology in K-12 classrooms. *Journal of Information Technology Education Research*, 14, 397. from <http://www.jite.org/documents/Vol14/JITEv14ResearchP397->
14. Doppen, F.H. (2002). Beginning Social Studies Teachers use of technology in the teaching of history. University of Florida; Unpublished Ph.D Dissertation.
15. Egbule, E. O. (2013). Counselling for appropriate dressing on campuses of institutions of higher learning in Nigeria. *Delta Journal of Guidance and Counselling* 1 (1), 77-8
16. Egbule, E. O. (2018). Relative and joint contribution of emotional intelligence, peer pressure, academic stress and parental socio-economic status to the variance in academic adjustment among school children. *Journal of Education and Practice*, 9 (11), 1-9
17. Egbule, J. F. & Egbule, E. O. (2008). Clinical counselling: A psychotherapeutic approach. *Real Choice Concept*
18. Elkordy, A. & Lovinelli, J. (2020). Competencies, Culture, and Change: A Model for Digital Transformation in K12 Educational Contexts. In D. Ifenthaler, S. Hofhues, M. Egloffstein, & C. Helbig (Eds.), *Digital Transformation of Learning Organizations* (pp. 203–219). Springer.
19. Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42(3), 255-284.
20. Field, A. (2003). Encouraging History Teachers to use ICT, History Teachers discussion Forum. Available at <http://www.schoolhistory.co.uk/forum/index.phpshowtopic.124> .Retrieved on Journal 23, 2014.
21. Fisher, P. (2000). History Teaching with ICT: The 21st Century's Gift of Prometheus? *ACE Research Papers Issue 7*, 46-58.
22. Graddol, D. (2007). *The Future of English*, London: British Council.
23. Harris, J. B., Mishra, P. & Koehler, M. J. (2009). Teachers' technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration reframed. *Journal of Research on Technology in Education*, 41(4), 393-416.
24. Haydn, T. (2001). Subject discipline dimensions of ICT and Learning History: A Case Study *International Journal of Historical Learning, Teaching and Research*, 2(1).
25. Lavin, A.M., Korte, L. & Davis, T.L. (2011). The Impact of Classroom teaching on Students behaviour. *Journal of Technology Research* Available at <https://aabri.com/manuscripts/10472pdf>

26. Lawrence, K. C. & Egbule, E. O. (2021). Can emotional intelligence training cause a cease in tobacco smoking among school-going adolescents? *International Journal of Adolescence and Youth*, 26(1), 356-366
27. Maholwana-Sotashe, N.L. (2007) Challenges faced by Secondary School Teachers in Integrating ICT into the curriculum: A Multiple Case Study in the Grahams town Circuit. Rhodes University Unpublished Master's Thesis.
28. Nakpodia, E.D. & Anho, R. O. (2011). The problem of information and communication technology on personnel development in Nigerian tertiary institution. *Journal of Mobile Communication*, 5 (3), 37-40
29. Oppong, C.A. (2009). An Evaluation of the teaching and learning of history in senior high schools in the Central Region of Ghana. University of Cape Coast, Ghana, Unpublished M.Phil. Thesis.
30. Ruto, Z.J. & Ndaloh, A.M. (2013) Overcoming the Challenges of Using Instructional Methods and Materials encountered by teachers of history and government in Wareng district, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*,4(2) 265-275.
31. Sharma, P. (2009). Controversies in using technology in language teaching. Retrieved from <http://www.teachingenglish.org.uk>
32. Turan, I. (2010) Student attitudes towards technology enhanced history education comparison between Turkish and American Students. *Journal of Social Studies Education Research* 1(1) 152-167.
33. Volk, K.Y.P.W.M. & Lo, T.K. (2003) Hong Kong Pupils attitude toward the Impact of design and technology programme. *Journal of Technology Education*. 15(1),1-43.