TEACHERS’ ATTITUDE TOWARDS INFORMATION COMMUNICATION TECHNOLOGY (ICT) INTEGRATION IN TEACHING AND LEARNING OF HISTORY AT ORDINARY AND ADVANCED LEVEL SCHOOLS IN THE CHITUNGWIZA DISTRICT.

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE POSTGRADUATE DIPLOMA IN EDUCATION OF BINDURA UNIVERSITY OF SCIENCE EDUCATION.

FACULTY OF EDUCATION.

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(MONTH/YEAR): APRIL 2017
I declare that the project entitled “An investigation of teachers’ attitude towards the use of information communication technology in teaching and learning of History in the case of three schools in Chitungwiza” is my original work and has not been presented for a Postgraduate Diploma in any other university and that all sources that I have used and quoted have been indicated and acknowledged by means of complete references.

The research was supervised by Mr Bhukuvhani.

Student Signature……………………………

Date…………………………………………

Supervisor Signature………………………..

Date…………………………………………
APPROVAL FORM

The undersigned certify that they have supervised, read and recommend to the Bindura University of Science Education for acceptance, a research project entitled “An investigation of teachers’ attitude towards the use of information communication technology in teaching and learning of History in Chitungwiza” in partial fulfilment of the requirements for Postgraduate Diploma in Science Education.

Student Signature……………………………
Date…………………………………………

Supervisor Signature…………………………
Date…………………………………………

Chairperson Signature………………………
Date…………………………………………

Examiner(s) Signature………………………
Date…………………………………………
ABSTRACT

This study investigates the teachers’ attitude towards the integration of ICT in the teaching and learning of History in Chitungwiza district at Ordinary and Advanced Level. The objectives of the study were:

- Assess the accessibility of ICT to History teachers’ and how they have integrated them to teaching and learning

The three schools showed that they did not have sufficient ICT tools such as laptops and projectors to use in the teaching and learning of History. The teachers’ and students had to rely on personal gadgets for example smartphones and this has contributed in the attitude of teachers. Teachers’ showed a positive attitude towards integrating ICT in teaching and learning however, their major obstacle was of having poor or lack of ICT infrastructure. Some did not have the knowledge of ICT but were willing to learn the required skills to integrate ICT in teaching and learning.

The future of ICT integration in teaching and learning of History is promising to be bright.

The researcher recommends a progress report to be done to establish whether the ICT infrastructure in teaching and learning of History in the Chitungwiza District has improved to enable the integration of ICT in line with the requirements of the New Curriculum adopted in 2017.
ACKNOWLEDGEMENTS

I would like to express my gratitude to my fellow colleagues in the Department of History, other staff members and the Headmaster at Zengeza 1 High School for their support and guidance. I extend my gratitude to other teachers’ from surrounding schools in Chitungwiza that assisted me to gather the data for my research and Mr Bhukuvhani who supervised my work. Lastly, I thank God for making this project a success.
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CHAPTER ONE

INTRODUCTION

This chapter will focus on the background of the study and justify the need to carry out the research. The chapter will include the statement of the problem, objectives, research questions, significance of study, assumptions and definitions of terms.

1.1 Background of the Study

The research has been influenced by the implementation of the new curriculum in 2017 which advocate for the use of ICT as one of the major methodologies in teaching and learning of History. According to Musarurwa (2011) a national ICT policy was adopted in 2005 which promote the use of ICT tools in education sector. Furthermore it was the policy maker’s vision that by 2020 education institution would adopt the use of ICT in teaching and learning (Nziramasanga, 1999). However in the three schools in study the researcher has noticed that there is little use of ICT in the teaching and learning of History. The problem can be attributed to the attitude of teachers’ towards use of ICT tools. Okorie and Agah (2014) has shown that in Nigeria teachers’ fear the use of ICT tools because they can easily replace them in the classroom and can create an impersonal regime thus the teachers’ attitude was negative. In Tanzania, Oslon and Hergennhan (2011) has noted that the teachers’ attitude has been negatively affected by critical challenges such as poor internet infrastructure, poorly prepared students as well as lack of learning material. Developed countries such as UK have also experienced teacher’s attitude as a problem in integrating ICT in teaching and learning. Gilward, Milek & Stork (2010) has noted
that although some teachers’ have positively welcomed ICT and have seen many benefits, some teachers’ still feel anxious about using ICT therefore they avoid using it and one of the reasons was that the students know more than them and that the teachers’ lack skills and knowledge of using ICT. However, the teacher’s attitude is not the only obstacle towards integration of ICT to teaching and learning of History but some factors such as the schools which do not consider ICT tools as useful. Furthermore, the students themselves do not possess the ICT tools and have no access to ICT tools which increase the challenges of integrating ICT to the teaching and learning of History.

1.2 Statement of the Problem

The researcher has observed that there is little use of ICT in the teaching and learning of History and this has led teachers’ to use the traditional and old fashioned way of teaching. Students are made to rely on textbooks and where they are not available they rely on notes from the teachers’ making students passive learners. There is need to assess the teachers’ attitudes towards integrating ICT to the teaching and learning of History to enable students to research on their own and enhance learner centred approach. If the teachers’ are able to integrate ICT, it will promote critical thinking in students and address problems such as textbook shortages and provide interactive learning.

1.3 Aim of Study

The research was carried out with the following aims;

1. To determine teachers’ attitude towards ICT in the teaching and learning of History
2. To suggest ways in which teachers’ can integrate ICT to the teaching and learning of History
1.4 Objectives of the Study

- The objectives of the study were to;
- Investigate the availability of ICT in three schools in Chitungwiza District.
- Assess the accessibility of ICT to History teachers’ and how they have integrated them to teaching and learning
- Assess the teachers’ attitude towards use of ICT
- Analyse the challenges being faced by teachers’ in using ICT in the teaching and learning of History
- Examine the future of ICT and the teaching and learning of History

1.5 Research Questions

- What ICT tools can be used for teaching and learning History?
- What are the benefits of using ICT in teaching and learning of History?
- What challenges are being faced in the teaching and learning of History?
- What is the attitude of teachers’ in using ICT in teaching and learning?

1.6 Assumptions of the Study

The researcher is of the assumption that

- History teachers’ and learners are aware of how they can integrate ICT to teaching and learning
- Some teachers’ lack skills of using ICT and hesitate to use it and in some cases are afraid to use it
- Using ICT will bring more good than harm
1.7 Significance of the Study

This research is timely as the Ministry of Primary and Secondary Education implemented a new curriculum which seek the use of ICT in the teaching and learning of all subjects including History. It is from this background that there is need to assess teachers’ attitude towards the use of ICT. The findings of this research can show the feasibility of using ICT as far as the media in teaching and learning of History is concerned. The research will also inform the policy and decision makers on whether the History teachers’ are willing to move from traditional teaching methods and integrate the 21st century teaching methods that in cooperate the uses of ICT.

1.8 Delimitations of the Study

The study will be conducted in Chitungwiza District and will focus on three schools that are Zengeza High, St Marys high and Seke 1 High. St Marys is a mission school whilst Zengeza and Seke 1 high are government schools. History requires too much content thus the teachers’ resort to notes giving. It also requires a variety of teaching methods and the use of ICT can be integrated to make it much more interesting. The research will focus more on teacher’s attitude towards use of ICT in these schools.

1.9 Limitations

The research was confined to three schools in Chitungwiza District. The teachers’ might fail to cooperate as they will not be willing to show their weakness in use of ICT and some may give inaccurate information and the researcher will validate the responses. Some questions can be subject to misinterpretation and the researcher will explain the questions where the respondent does not understand .The research may be affected as the respondent will attempt to embrace the new curriculum and therefore fail to clearly show their attitude towards use of ICT. The researcher will inform the responded that their names will not be published and that they were
protected from any harm and that the results were only for research purpose. A variety of research methods will be used for reliability.

1.10 Definition of terms

ATTITUDE-- Crano and Prislin (2006 p 26) defines attitude as “…the evaluative judgements that integrates and summarise cognitive /affective reactions It also refers to the responses given by an individual to a situation ”

INFORMATION AND COMMUNICATION TECHNOLOGY-- refers to electronic devices such as computers laptops, smartphones videos cameras internet. It has been defined by (Gohke 2013) as the technology that supports activities that involves information such as gathering, processing and presenting data.

TEACHING-- (Gage, 2002) defines it as a form of interpersonal influence aimed at changing the behaviour potential of another person .It also refers to facilitating in the acquisition of knowledge for students

LEARNING-- (Mayer, 2010) defines learning as a relatively permanent change in a person’s knowledge or behaviour due to experience. It also refers to skill acquisition and knowledge

HISTORY-- it is a continuous systematic narrative of past events as relating to a particular people country and person usually written in a chronological order. It also refers to the study of the past in order to develop a critical thinking

Summary

This chapter focused on discussing the background of the study showing the growth of the use of ICT in Zimbabwe .The research will be focused on the schools in Chitungwiza. The research will
be significant as it will ensure the use of ICT in teaching and learning of History in Chitungwiza District.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will show a review on research that has been done on the attitude of teachers’ in integrating ICT in teaching and learning. The obstacles that teachers’ and learners face in integrating ICT in teaching and learning will be highlighted as well as the ICT tools that can be used in teaching and learning. The major purpose of this review is to sample past and present studies opinions in textbooks, internet and professional journals thereby gaining insights into teacher’s attitudes and identify research gaps left by the researchers. The chapter introduces different challenges faced by teachers’ in integrating ICT into teaching and learning. However research studies conducted regionally and internationally have predominantly focused on identifying the types of technologies for teaching History (Ayas 2006).

2.1 Technology for teaching History

Literature is replete with views of pioneer researchers on the technologies that can be used in teaching and learning of History. Sofoworo & Egbedokun (2010) are of view that the internet, interactive digital television, web based instruction and video conference can be used in History.
Word processors, spread sheets, statistical packages have been noted by Fisher (2000) as some the computer packages that have been adopted in Nigeria by History teachers’. These too can be adopted in the teaching and learning of History if the teachers’ are able to integrate such applications in the recording of leaners work.

To aid the teaching methods, power point presentations, video conferencing voice synthesisers and projectors have been identified as effective by Fisher (2000). They make teaching and learning much more vivid and learners are able to fill their mind with information. In Pakistan, Hussain et al. (2014) observed that computers and projectors have played a significant role in the 21st century education as teaching methods.

2.2 Teachers’ attitude towards use of ICT

Okorie and Agar (2014) have pointed out that in Nigeria 80% of the teachers’ did not use computers in teaching and learning. They pointed out that the teachers’ showed negative attitude towards integrating ICT. This has been mainly due to the fact that the teachers’ are afraid of using the computers as they lack skills of using computers. Ugwu & Akeke (2011) attributes the negative attitude to the teachers’ fear and anxiety over job security and displacement.

Gulbar & Guven (2008) have shown that teachers’ and learners have a positive attitude towards use of ICT, however they lacked the basic skills of using a computer that’s most of them preferred to use printed materials over projectors, television and video.

In Cuba, Mumtaz (2000) observed that teachers’ attitude was negative. The teachers’ could not integrate ICT in teaching and learning because of traditional beliefs that learning should be teacher-learner and not learner machine relationship. Furthermore the teachers’ have no time for training to use computers because of their timetable and other school activities. The research was based in Cuba and the researcher will assess if the same challenges are hindering the integration of ICT in teaching and learning.
Boakye & Banini (2008) have indicated that in Ghana, 71% of the teachers’ did not use ICT while 49% used lesson notes in teaching and 78% were making efforts to learn how to use computers. Boakye & Banini (2008) These results reflect that teachers’ have low level technology use and their attitude is negative towards integrating ICT in teaching and learning. However one should note that the study was done to History teachers’ in Ghana and this research seeks to study schools in Zimbabwe.

In Zimbabwe, a study by Dlodlo (2014) has revealed that student teachers’ have a positive attitude towards use of ICT however they are faced with many challenges whilst they are at teaching practice which hinders them from integrating ICT into teaching and learning. These challenges include lack of time, lack of computers at school and lack of self confidence among female students.

In another research in Tanzania, Ndibalema (2014) has indicated that teachers’ attitude were positive towards the use of ICT and most of them felt confident in using ICT. However, the teachers’ pointed out that they lacked high quality resources and well-designed infrastructure which made the use of ICT ineffective.

The results of the above studies indicate that the teachers’ level of interaction with ICT tools is low. This suggests that teachers’ are not well trained in the use of ICT and there are many challenges that they face that hinder them from using ICT although they are willing to use it.

2.3 Challenges faced by teachers’ in integrating ICT

Mungai (2011) has noted that in Kenya, teachers’ are failing to integrate ICT because there is lack of computers. He observed that in Africa, the ratio of computer usage amongst students is 1:150 as compared to developed countries where the ratio is 1:15 students. The ICT teachers’ in Kenya were considered to be few as compared to the learners that they have to teach and this posed as a problem in the usage of ICT. Doopen (2002) has observed that the major barrier to integration was the teachers’ own self–inefficacy. He noted that although there were a few computers that were available, teachers’ inability to use them contributed more to the failure to
integrate ICT. Mungai (2011) found that teachers’ fear that by using computers in teaching and learning they would be rendered incapable of teaching thus they cherish their ‘know it all ‘attitude and ignore the use of computers. Salehi (2012) found out that in New Zealand teachers’ lack time for professional development to use ICT .Time to plan for the lesson was also another problem that was highlighted. Another study also indicated that 71.7% of the responded indicated lack of time as an obstacle in using ICT.

Other results have indicated that teachers’ face challenges like there is no internet access in rural areas (Mathevula 2014). In other circumstances the internet will be too slow therefore consuming time for teachers’ and learners. Ndibalema (2014) has pointed out that the teachers’ lack knowledge on how to operate the computers with 80% revealing that they did not know the software or the websites that support the teaching of their different subjects. He also highlighted that lack of infrastructure has hindered integration of ICT in schools.

The literature indicates that the integration of ICT in education is hindered by a number of obstacles that include lack of knowledge, lack of time, lack of infrastructure and lack of computers amongst other problems.

### 2.4 Benefits of using ICT

Houhton (2008), has pointed out that ICT has benefits to both the teacher and the learner .He has shown that it gives the teachers’ power to evaluate in less interruptive way and record frequent data on students’ progress. Furthermore ICT would relieve teachers’ of some burdens of preparing and correcting large number of individualised work and exercises. Grimus (2000) is of the view that ICT prepares learners to face future developments based on proper understanding. It allows the learners to interpret data and become knowledgeable and reduce the direct material instruction by the teachers’. The teachers’ also benefits as it expands pedagogical resources. Teachers’ and learners will become experts in searching for information rather than just receiving it.

A survey by (Jerie and Munyavi 2011) on the benefits of ICT in Zimbabwe has shown that they are important in Geography in GIS technology where the learners develop the ability to
investigate development planning. However this was important in geography and not in History. It shows that in Zimbabwe ICT has a benefit in the education sector.

Olusola (2013) indicated that ICT can address shortages of teachers’ by providing high quality teaching material for example video conferencing approach which will enable students to receive live instruction. Furthermore it addresses shortage of learning material such as textbooks for the students. E-learning material can therefore be distributed E-readers and mobile phones thus enabling students to have a wide choice of reading material. More so the students will be well equipped with knowledge of globalised economy.

From the literature above one can therefore note that ICT has more benefits to the teaching and learning to different fields. The researcher will investigate if the use of ICT can also benefit the teaching and learning of History.

**Summary**

The chapter has highlighted review of literature on teachers’ attitude towards the use of ICT. Various researchers have indicated that the teachers’ attitude has been largely affected by the fear of using ICT tools because they lack the skills of using them. Furthermore, there is unavailability of ICT tools which makes it difficult for teachers to integrate ICT in teaching and learning.
3.0 Introduction

This chapter will look at the research methods that have been used and justify why they were used. The strengths and weaknesses of the methods chosen will be highlighted.

3.1 Research Design

3.1.1 Qualitative approach

The researcher will use a qualitative approach. According to Creswel (2007) the qualitative approach will give an in-depth understanding of the area being studied. It also gives insights and understanding on human behaviour. For this study the qualitative approach was used because it will give an understanding of individual attitude on the integration of ICT in the teaching and learning of History. Furthermore it will allow the participants to be studied in natural settings or in their schools.

3.1.2 Case Study
A case study was done of the three schools in Chitungwiza. It was preferred because it will give comprehensive information which will allow a conclusion to be drawn from multiple sources. Moreover the case study provides descriptive data where investigation is holistic (Nyawaranda, 2014). It also allows the researcher to get close to the participants who could in turn disclose more information for the research.

3.1.3 Population

In this research the target population was 75 learners from the three schools in Chitungwiza district. Twenty five A and O level learners were selected from each school. Sixteen History teachers’ for both A and O level were selected. The three headmasters from the three schools were selected and the three History head of departments. The researcher chose a target population because of the limitation of time frame to do the research. It would take the researcher more time than anticipated if the research was to be done on all History students and teachers’ from the three schools.

3.1.4 Sampling

Purposive sampling was used because it will provide a wide range non probability sampling for the researcher to draw on. Purposive sampling is whereby the participants are selected because can provide relevant information. In this research the head of History departments were asked to select only History teachers’ 2 A level and all ordinary level teachers’. The teachers’ also selected specific learners, 25 learners were selected in each school out of 200 learners at St Marys, 350 learners at Zengeza High and 200 learners at Seke 1 High. Out of the 25 learners, 10 were A level and 15 O level. All headmasters were targeted in the three schools. The researcher took into consideration the age and gender of the teachers’ and learners.

3.2 Research Instruments

3.2.1 Questionnaires

The researcher used questionnaires to capture data from both the teachers’ and the students. The questionnaires contained open and close ended questions. This allows data gathered to be analysed for and against a particular view point. Questionnaires also allows information to be collected from a larger number of respondents within a short time and ensure anonymity and
eliminate the interviewers bias (Orodho 2009) The questionnaires gave room to variety responses and they allowed individuals to give their views on integration of ICT to teaching and learning of history. However questionnaires have a weakness that the respondents can misinterpret questions. To improve validity and reliability, pretesting of questionnaires was done at Zengeza 2 High School in Chitungwiza. The school is in the same district as the schools in research and they have similar environment. Some questions were re-structured so that the respondents will understand and not misinterpret the questions. Possibility of low response is another weakness of questionnaires and the researcher controlled this weakness by ensuring that respondents participated willingly and by administering the questionnaires. Questionnaires were used to the students and were administered by the teachers’ who ensured that they were returned. The researcher monitored the open ended questionnaires which were done on the teachers’ and head of departments.

3.2.2 Interviews

Face to face interviews were done. Semi structured questions were used on headmasters. They had strength in that the respondent would express themselves on the topic discussion. Furthermore they allow researcher to learn about their ideas, believes and expressions. However because of the freedom of expression the interview might be too long. The researcher explained this weakness to the respondent and reduced the weakness by allocating 20 minutes to each interview. Furthermore the researcher got respondent reactions through the interviews which were important in uncovering fundamental reasons for their attitude towards ICT integration. The interviews also allowed the respondents to comment on what was on the ground, the reality and not use speculative information. The researcher used audio tape recorder to capture the data from the respondents. The interviews enabled the researcher to have an insight on challenges faced by schools which affected teachers’ attitude.

3.3 Data Collection Procedure

The research was carried out as follows:

3.3.1 Permission
Permission to research was granted by Bindura University of Science Education.

3.3.2 Ethical Consideration

The researcher will fully inform the respondents about the research and the purpose of the research. Permission to use tape recorder was sought from the respondents. Participants will be assured that their identities will not be mentioned to anyone else. Babie and Mouton (2002) pointed out that confidentiality can be maintained by obtaining participants names during data collection and destroy them upon completion of project. The researcher will ensure that participants’ names are destroyed after the research. Bless and Higson (2006) is of the view that informed consent is a basic right for all research participants. Therefore informed consent will be sought and participants will choose if they want to take part in the research. Participants will not be coerced to participate.

3.4 Research Instruments

Pre-testing of the research instruments were done at one school in Chitungwiza district which was not part of the research. Pre-testing assisted the researcher to verify and re structure some of the questions that were not clear and to add more information that might be helpful in collecting data for the research. The researcher administered the questionnaires and conducted the interviews. It took the researcher one month to gather the information that was needed.

3.5 Research Sites

The researcher visited all the three schools that were intended to be researched. The researcher met with the school heads, head of departments, teachers’ and learners of all the three schools.

3.6 Retrieval of Instruments

The researcher was able to collect the questionnaires from the learners. All the questionnaires were returned including those from the teachers’. Interview data was gathered by the researcher
using audio recorder, therefore it was readily available. The data collected was refined into meaningful information for presentation.

3.7 Presentation of Data and Analysis

Data will be analysed using thematic approach in which teachers’, learners, school heads and head of department responses will be put together into themes such as the type of ICT tool they have access to. The following methods will be used for presentation and analysis of data.

3.7.1 Pie Charts

These were used to compare variables on ICT tools. They are effective in summarising and simplifying information as in the case of participant’s knowledge of the concepts in discussion.

3.7.2 Tables

They were employed for presentation of numerical data. Tables were used where particular questions being answered naturally needed numerical answers.

3.7.3 Histogram

They were used to compare results obtained from the questionnaires completed by the subjects. Histograms are easy to use in interpreting and summarizing information.

Summary

This chapter presented the methodology used in the study. Research design, sampling procedures and how data is going to be presented was highlighted. An insight into the procedures followed was given. The population of the three schools was highlighted. Justification of why the methods were used
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter will analyse and interpret data which was collected from the headmasters, teachers’, students and head of departments. Data was collected through questionnaires and interviews. Pie charts, tables and histograms were used for data presentation. Results, problems and significant themes raised by the respondents will be discussed.

4.1 Research Objectives

The researcher investigated ICT integration in the teaching and learning of History. The researcher aimed at finding out the ICT infrastructure at the three schools and the challenges that the teachers’ are facing in integrating ICT in teaching and learning of History. Questionnaires were distributed to learners at all schools and to the teachers’ including head of departments. The researcher with the assistance of the teachers’ ensured that the questionnaires were all returned. Results were analysed according to research objectives. Interviews were personally conducted by
However some of the questions asked to the headmasters were not answered and the archer did not force them to answer them.

4.2 DATA PRESENTATION AND ANALYSIS

4.2.1 Availability of ICT Tools

The graph below will show the availability of ICT tools in the three schools. The data indicated that desktops were available in the three schools and they were more as compared to other ICT tools. In an interview conducted by the researcher, the headmasters indicated that the availability of desktops was because of the programme on Computers which was done by the President of Zimbabwe which saw all the three schools receiving computers which were donated. However History students do not have access to these computers as they are reserved for the students doing computer studies. In school 1 only three computers were reserved for students who wanted to research and the school consisted of 2108 students which brings out that computer infrastructure is one of the problems that hinder the integration of ICT in the teaching and learning of History. More so, the teachers’ in all the three schools have indicated that the computer laboratory are always congested with students making it impossible for them to go and research and there was little time for them to go and prepare lessons using ICT tools. Projectors and television are few and the interviews showed that it was because the few that were there were not used and therefore there was no need to acquire more. However school 2 argued that there was need for teachers’ to first acquire the skills of using projectors before the school can purchase them. Personal smartphones were used as resources by teachers’ for researching although at school I they indicated that there was lack of internet to research whilst school 3 showed that they had access to internet and the teachers’ use their smartphones for researching for History lessons.
Figure 1: Availability of ICT tools
The pie chart demonstrated the use of ICT tools by both O and A level History teachers’ by the three schools. It indicated that 63% of the teachers’ made use of the internet and they indicated that they use it for research. However at school 1 the teachers’ do not have access to the internet which hinder them from researching. At school 3 the teachers’ showed that they had access to the internet but they face a challenge of insufficient time to do the research. 47% of the teachers’ indicated that they made use of laptops especially when demonstrating concepts such as showing locations when using maps. However the other 53% indicated that they do not own a laptop but if they did they would make use of the laptops in demonstrating some concepts. This shows that ICT can be integrated in the teaching and learning of History if there is availability of the ICT tools. 16% of the teachers’ indicated that they made use of desktops. They show that the desktops were used to type pupils’ test and some materials. Teachers’ also show that they preferred using their personal smartphones and laptops for research as compared to the desktops which in most cases will be occupied by computer students.

Projectors are rarely used by the teachers’ at the schools and they are few. Only 5% of the teachers’ indicated that they made use of the projectors whilst the rest 95% showed that they did not use them as they are not available at the school as the case of school 2. Other respondents showed that they did not have the skills to use the projectors. Televisions were also rarely used, only 11% of the History teachers’ showed that they made use of television when demonstrating a
topic on Mussolini rule of Italy. Lack of material to show the learners were shown as one of the reasons why the teachers’ did not make use of television.

Figure 3: Attitude of teachers’ on ICT integration

The graph shows the attitude of teachers’ towards integration of ICT in the teaching and learning of History.

4.2.2 ICT Challenges in Learning and Teaching of History

4.2.3 Headmasters

All of the headmasters interviewed said that there is lack of ICT infrastructure at the schools. Desktops which were available were mainly for computer students and did not accommodate the teachers’. The teachers’ had to use own resources, smartphones and tablets for research. Financial constraints were also a challenge.

4.2.4 Head of Departments

66% of the H.O.D showed that they did not have adequate ICT skills. They did not know how to operate projectors and prepare power point presentations.

4.2.5 Teachers’
80% indicated that access to ICT tools is a challenge at school. The teachers’ had to rely on own resources. Only one school indicated that the teachers’ had access to wireless network.

4.2.6 Learners

40% of the learners indicated that if ict is integrated there are high chances of plagiarising information therefore promoting laziness amongst the students. Learners noted that they will concentrate more on their smartphones and forget the lessons.

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<th>BENEFIT</th>
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<tbody>
<tr>
<td>Provide reading material</td>
<td>70%</td>
<td>16%</td>
</tr>
<tr>
<td>Makes lesson interesting</td>
<td>83%</td>
<td>20%</td>
</tr>
<tr>
<td>Students focus on lesson</td>
<td>60%</td>
<td>45%</td>
</tr>
<tr>
<td>Encourage critical thinking</td>
<td>40%</td>
<td>53,5%</td>
</tr>
<tr>
<td>Visual material enhance</td>
<td>92%</td>
<td>3%</td>
</tr>
<tr>
<td>understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Benefits of ICT in teaching and learning

The table shows the benefits of ICT in the teaching and learning of History. Whereas the teachers’ and students show that there are more benefits, they indicated that ICT will encourage critical thinking to a less extent. The respondents indicated that

4.3 CONCLUSION
The research has shown that the three schools lack a variety of ICT tools for teaching and learning. The study also revealed that most of the teachers had a negative attitude towards ICT integration in the teaching and learning of history. In Nigeria, Okorie and Agar (2014) has also shown that the teachers had a negative attitude and this has been attributed to fear of using new technology. However for the teachers’ attitude in Chitungwiza their negative attitude was mainly because of lack of ICT tools. If ICT tools are to be acquired teachers have shown their eagerness and willingness to integrate ICT to teaching and learning.

The findings also revealed that the students have a positive attitude towards ICT integration as it will provide reading material and make lessons more interesting. This has also been highlighted as a benefit by other scholars like Grimus (2000) who postulate that students will have the ability to interpret visual data. However the students also pointed out that the use of ICT can have a negative impact on their education. They argue that they might get addicted to ICT and forget their core business.

The study also pointed out some of the challenges that were faced by participants in the integration of ICT in teaching and learning. These include lack of computers, lack of necessary skills and lack of internet access. This has been noted by other scholars around the world. Saheli (2012) has highlighted some of these challenges being faced in Australia whereas Mungai (2011) has noted lack of time as a challenge in Kenya. Mathevula (2014) has shown that there is lack of internet access in South Africa thus the challenges that are being faced by the three schools in Chitungwiza are similar to other challenges faced by other countries.
SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The chapter will present summary of the chapters, conclusion and recommendations of the study. Its purpose is to conclude the research as a whole highlighting important components. The study focused on an investigation of teacher’s attitude towards ICT integration in the teaching and learning of History in schools in Chitungwiza.

5.1 Summary

The research was focused on the teachers’ attitude towards the use of ICT in the teaching and learning of History. It indicates the relevancy of ICT tools in the teaching and learning of History. The aim of the study was to suggest ways in which how ICT can be integrated in the teaching and learning of History. The researcher used qualitative design as the research aimed at explaining teachers’ attitude. It shows that questionnaires and interviews are to be used and justifies why they are used. The target population and the sample size were highlighted. Ethical consideration and permission sought from different authorities were highlighted. Data gathered was presented using tables, histogram and pie charts. The teachers’ attitudes towards integration of ICT was highlighted and they proved that they had a positive attitude. ICT tools that can be used were shown and it also presented the need to increase resources in order for the teachers’ to integrate ICT in teaching and learning.

5.2 Conclusion
The research found the following:

- Teachers’ have a positive attitude towards ICT integration in the teaching and learning of History.
- Personal ICT tools such as smartphones, tablets, and laptops are used by teachers’ and learners in the teaching and learning of History.
- Schools are reluctant to acquire ICT tools for History teachers’ and learners.
- Teachers’, learners and headmasters support the integration of ICT in the teaching and learning of History.
- ICT tools acquired by the school eg desktops are used mainly by computer students and not History students.
- Teachers’ have no knowledge of using some ICT tools therefore they lack confidence to use them.

5.3 Recommendations

The researcher recommends the following:

- Schools should prepare for a digital society by elaborating a policy that goes beyond the acquisition of materials or the appointment of ICT co-ordinator.
- Teachers’ should be provided with necessary ICT tools in order for them to enable the integration of ICT in teaching and learning.
- Teachers’ should be trained and become computer literate in order for them to integrate ICT in teaching and learning.
- ICT at schools should be extended to History students and not limited to computer students.
- Schools should invest in ICT resources for example laptops, projectors and televisions.
School development committees should provide proper funding and ways to raise funds so that there will be necessary resources to integrate ICT.

Teachers’ should be given time by the school to develop their skills and be provided professional technical support.
References


Ayas, C (2006), 'An Examination of the Relationship Between the Integration of Technology into Social Studies and Constructivist Pedagogies', *The Turkish Online Journal of Educational Technology*, vol 5, no. article 2.


APPENDICES

QUESTIONNAIRES FOR A LEVEL AND O LEVEL STUDENTS

My name is Anesuishe Masawi. I am a student at Bindura University of science education. I am doing a research on the integration of ICT to the teaching and learning of History. This study will assist both teachers and learners on how they can use ICT in History. Information gathered will be used for academic purpose and no names will be published.

PERSONAL BACKGROUND

Please tick the appropriate box

GENDER

☐ MALE ☐ FEMALE

Name of school: ZENGEZA 1 ☐ ST MARYS ☐ SEKE 1 ☐

EQUIPMENT ACCESS

2. Which of the following are available for your use for research purpose? Please indicate whether they are personal ICT tool or they belong to the school.

<table>
<thead>
<tr>
<th>ICT TOOL</th>
<th>PERSONAL</th>
<th>SCHOOL</th>
<th>NO ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tablet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>laptop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>desktop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>television</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Do you think ICT resources are important in the learning of History?

☐ YES ☐ NO
Why do you think that its important or not important. Please explain

Have you attended a History lesson where the teacher used ICT tools?
YES [ ] NO [ ]
If yes please state the topic and the ICT TOOL used

What are the benefits of using ICT in the teaching and learning of History?

What challenges can be encountered as students in using ICT TOOLS?

ATTITUDE OF USING ICT TOOLS

<table>
<thead>
<tr>
<th></th>
<th>AGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT are important in learning History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT tools are fun to use and interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I lose track of time when using ICT tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT are important and will help me in the future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT assist me in developing a critical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT provides a multiple of resources for reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT visual tools enhance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THANK YOU
INTERVIEW QUESTIONS FOR SCHOOL HEADMASTER

My name is Anesuishe Masawi. I am a student at Bindura University and am doing a research on the attitude of teachers in the integration of ICT in the teaching and learning of History. May you kindly assist me with information? I will use an audio recorder to record our conversation so that I will capture all the information. The information will be used specifically for this research only. I will take about 15 minutes to conduct the interview. Thank you

What is the name of the school and your gender?

Do you have ICT tools at the school? If yes please specify the ICT tools

When did the school first acquire ICT tools and where did they come from? Where they purchased by the school or donated to the school?

Are Computers and projectors used in the teaching and learning of History? If no why are they not used?

What are the challenges faced by the school in general and History teachers specifically in using ICT in the teaching and learning of History?

Have you ever staff developed History teachers on the use of computers? If yes did the teachers show any change in the using ICT in teaching and learning. If no, why are you not developing your staff in the use of ICT tools?

What are the benefits of using ICT in the teaching and learning of History?

Where do you see the school future in the next 10 years in relation to ICT use?

Do you have any last comments?

THANK YOU
QUESTIONNAIRES FOR TEACHERS AND HOD

My name is Anesuishe Masawi. I am a student at Bindura University of science education. I am doing a research on the integration of ICT to the teaching and learning of History. This study will assist both teachers and learners on how they can use ICT in History. Information gathered will be used for academic purpose and no names will be published. Thank you.

Personal details

GENDER

Male □ Female □

Professional experience

How long have you been teaching History?

1-5 years □ 6-10 years □ 11-15 years □ more than 16 years □

Teaching load

Name of school

How many classes do you teach and how many are boys and girls?

CLASSES □

NUMBER OF BOYS--------

NUMBER OF GIRLS--------

USE OF ICT IN TEACHING AND LEARNING

Have you ever used the following ICT tools in teaching and learning?

<table>
<thead>
<tr>
<th>ICT TOOL</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Laptop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Smartphone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Desktops</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you have indicated yes in any of the above please specify how you have used it (eg television to watch a movie on Hitler) ..........................................................

If you have indicated no please explain why you do not use ICT in teaching and learning -------------------------

What are the benefits of using ICT in teaching and learning History? -------------------------

What are the challenges of using ICT in teaching and learning History? -------------------------

Teacher’s attitude towards ict integration

Do you think ICT should be integrated in the teaching and learning of History?

YES ☐ NO ☐ NOT SURE ☐

Do you have any other information you want to add? -----------------------------------------------

THANK YOU