

*Assessment On Roles of Digital-Technology tools for... Saidu, A. Et. al., (2025)*

## Assessment on Roles of Digital-Technology Tools for History Learning among Senior Secondary School Students in Offa, Kwara State, Nigeria

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### Abstract

*This study assessed the roles of digital technology tools for History learning among senior secondary school students in Offa, Kwara State, Nigeria. The purpose of the study was to assess the extent to which students utilize digital tools in History learning and also to explore the roles of these tools on students' engagement, accessibility to resources, and academic performance. The research was guided by the growing recognition of digital technology as a transformative force in 21st-century education, particularly in making History learning more interactive, accessible, and effective. The study adopted a descriptive survey research design. The population comprised all senior secondary school students offering History in Offa, Kwara State, from which a sample of 200 students was selected using random sampling technique. A researcher-designed questionnaire titled "Digital Technology Tools for History Learning Questionnaire (DTEHLQ)" served as the main instrument for data collection. The reliability of the instrument was confirmed through the test-retest method using Pearson Product Moment Correlation at a 0.05 significance level. Findings revealed that students in Offa increasingly engage with basic digital tools such as YouTube, Smartboards, and educational websites to support their History learning. However, advanced tools like Augmented Reality and Learning Management Systems remain underutilized. Students overwhelmingly agreed that digital tools improve their engagement, accessibility to a wider range of historical resources, and retention of knowledge. Based on the findings, it was concluded that digital tools have a significant positive impact on History learning, particularly when they are accessible, interactive, and well-integrated into classroom practices. The study recommended that Students should actively utilize digital resources to supplement their History learning, Teachers should incorporate digital content such as virtual timelines and interactive simulations to make lessons more engaging.*

**Keywords:** Digital; Technology; History; Learning, Students.

### Introduction

Education is a fundamental tool for the socio-economic and cultural development of any society. It encompasses the formal and informal processes through which individuals acquire knowledge, skills, and values to contribute effectively to society. In Nigeria, education plays a significant role in fostering national unity, improving literacy levels, and driving innovation. Scholars such as Adegbite and Obike (2018) emphasized that education in Nigeria serves as a vehicle for economic growth and personal empowerment. Similarly, Ayodele et al. (2020) noted that education in Nigeria has been pivotal in equipping individuals with problem-solving skills critical for national development. However, despite its relevance, challenges such as poor funding, infrastructure deficits, and outdated teaching methods have impeded its progress.

Education in Nigeria is structured into three main levels: primary, secondary, and tertiary. Among these, secondary education serves as a critical bridge between foundational knowledge acquired at the primary level and advanced learning at the tertiary level. It equips students with essential skills for either further studies or immediate integration into the workforce. As noted by Yusuf, Kolapo, and Olorunsola (2019), secondary education is a crucial stage for cognitive and social development. However, secondary schools in Nigeria are often plagued with challenges such as overcrowded classrooms, inadequate teaching materials, and insufficient adoption of modern teaching strategies. These challenges are more pronounced in subjects like History, where the engagement of students often depends on the methods and tools employed by educators (Ogundipe & Aluko, 2022).



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The teaching and learning of History in Nigeria's secondary schools hold significant relevance, as History provides students with insights into their cultural heritage, national identity, and critical thinking skills. According to Adetola and Ajayi (2021), History fosters an understanding of societal dynamics and equips students with analytical skills necessary for informed decision-making. Despite its importance, History education in Nigeria has faced neglect, with many students perceiving it as less relevant compared to science and technology-related subjects. The neglect is attributed to outdated curricula, lack of qualified teachers, and insufficient use of engaging teaching methods (Eze & Adeyemi, 2020). Consequently, History education requires innovative strategies to rekindle students' interest and improve learning outcomes. One of the critical factors contributing to poor academic performance among secondary school students in Nigeria is the persistent reliance on traditional teaching methods. Research by Okonkwo and Balogun (2017) identified that rote learning and lecture-based methods dominate classrooms, limiting students' engagement and retention. This issue is particularly evident in History classes, where storytelling and memorization are often prioritized over analytical and interactive learning approaches. Additionally, the poor integration of digital technologies in teaching further exacerbates the problem, as students are deprived of tools that can make learning more dynamic and relatable. Thus, the need to integrate digital technologies in History teaching and learning has become increasingly apparent to address these gaps in pedagogy.

Digital technology refers to tools and resources that use digital formats to facilitate teaching and learning. In the context of History education, digital technologies include interactive software, virtual reality tools, digital archives, and multimedia presentations. Scholars like Olufemi and Adebajo (2021) observed that digital tools enhance students' understanding by presenting historical content in interactive and visually engaging formats. Digital technology bridges the gap between traditional teaching methods and modern learning needs, offering opportunities for personalized and experiential learning. The advent of technology in education has been recognized globally, with countries like South Africa and Kenya adopting various digital platforms to improve secondary education (Njuguna & Amolo, 2019). The relevance of digital technology in History education cannot be overstated. Digital tools provide opportunities for immersive learning experiences, where students can explore historical events, cultures, and timelines interactively. For instance, virtual reality can recreate historical sites, while multimedia content brings historical narratives to life. According to Idowu et al. (2022), digital tools enhance critical thinking and engagement among learners. The types of digital technologies used for learning History include digital libraries, historical simulation games, online discussion forums, and augmented reality apps. These tools enable students to connect historical knowledge with contemporary issues, thereby fostering a deeper understanding of the subject and improving academic performance. The roles of digital technology in enhancing History learning in Nigeria's secondary schools have been further attested by numerous scholars, emphasizing its transformative potential in making education more engaging and effective. According to Alabi and Adewale (2020), digital technology facilitates interactive learning experiences, allowing students to explore historical events and narratives through virtual reality and simulation tools. For example, tools like virtual field trips enable students to experience historical sites without leaving the classroom, thus enriching their understanding of the subject matter. Similarly, Oyekanmi and Bello (2021) asserted that multimedia resources, including videos, infographics, and digital timelines, provide diverse perspectives on historical events, which enhance critical thinking and analytical skills. Globally, studies such as that of Johnson and Muller (2018) in South Africa revealed that integrating digital archives into History education fosters a deeper appreciation of heritage and cultural diversity among students. These attestations highlight the untapped potential of digital tools in revolutionizing History education in Nigeria.

Despite the proven benefits of digital technology, its integration into History education in Nigeria's secondary schools remains significantly poor. Several studies, such as those by Chukwuma and Oladimeji (2020), have observed that many Nigerian schools lack the necessary infrastructure, such as internet access, digital devices, and trained personnel, to effectively incorporate digital technologies. Furthermore, Ibekwe and Ajibade (2022) highlighted that some History teachers are resistant to adopting digital tools due to limited digital literacy skills or a preference for traditional teaching methods. This issue is compounded by the inadequate allocation of resources by educational authorities, which has resulted in a digital divide between urban and rural schools. For instance, in Offa, Kwara State, many schools still rely on textbooks and chalkboards, which restrict students' access to interactive and multimedia resources essential for effective History



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learning. The poor integration of digital technology in teaching History has had adverse effects on secondary school students' academic performance and their ability to achieve educational goals in the subject. As highlighted by Ogundele and Mohammed (2021), students who are not exposed to interactive and innovative teaching methods often struggle to engage with the subject, leading to low retention rates and poor examination results. This issue is further supported by Abiola and Yusuf (2020), who observed that traditional teaching methods fail to stimulate students' curiosity and critical thinking skills, which are crucial for mastering History. The lack of digital tools also limits the ability of teachers to present complex historical concepts in relatable and engaging formats, thereby hindering students' overall learning experience. Consequently, these shortcomings have resulted in a decline in students' interest in History and a gap in achieving broader educational objectives in Nigeria's secondary schools.

Given these challenges, there is an urgent need for research attention to address the poor integration of digital technology in History education in Nigeria's secondary schools. Scholars such as Eze and Akinlabi (2022) have pointed out that existing studies often focus on general education technologies without delving into subject-specific applications like History. Additionally, Ajayi and Oloruntoba (2021) noted that most research on digital technology in Nigerian education has primarily explored higher institutions, leaving secondary schools relatively under-researched. The present study intends to fill these gaps by investigating the roles of digital technology in enhancing History learning among secondary school students in Offa, Kwara State. By doing so, it aims to provide actionable insights into overcoming the barriers to digital integration and fostering innovative teaching practices tailored to the needs of History education in Nigeria's secondary schools.

### Objectives of the Study

The main purpose of this study is to examine the roles of digital technology in enhancing History learning among secondary school students in Offa, Kwara State. The specific objectives are to:

1. identify the extent to which digital technology tools are used for learning of History among Secondary school students in Offa, Kwara State, Nigeria;
2. examine the roles of digital technology tools for History learning in Offa, Kwara State, Nigeria.

### Research Questions

The following research questions were raised and answered in this study:

1. What are the digital technology tools used for History learning among Secondary school students in Offa?
2. What are the roles of digital technology tools for History learning in Offa, Kwara State, Nigeria?

### Methodology

This study adopted descriptive research of the survey type. The population for this study comprised all Senior Secondary School students in Offa, Kwara State while the target population was all the History students in Senior Secondary School in Offa, Kwara State. Two hundred 200 History students were sampled from both public and private secondary schools in Offa using random sampling technique. A researcher's designed questionnaire with a reliability coefficient of 0.71 was used for data collection. The questionnaire was divided into section A and B. The section A was used to obtain demographic data of the respondents while the section B was used to explore the roles of digital technology tools for History learning. Data collected for this study were analysed using descriptive statistics of mean and rank order to answer the research questions.

### Presentation of Results

Analyses of data were presented in tables 1 and 2 as follows:

**Research Question One: *What are the digital technology tools used for History learning among Secondary School Students in Offa?***

**Table 1: Digital Technology Tools Used for History Learning among Secondary School Students in Offa**

S/N	Name of Digital Tools	Mean	SD	Remark
1	Educational YouTube Videos	3.45	0.74	Utilised
2	Interactive History Mobile Apps	3.21	0.86	Utilised
3	Google Classroom	2.95	0.91	Utilised



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S/N	Name of Digital Tools	Mean	SD	Remark
4	History Podcasts	2.34	0.88	Not Utilised
5	Smartboards for Virtual History Lessons	3.67	0.69	Utilised
6	Online Documentaries	3.40	0.78	Utilised
7	Augmented Reality Tools for Historical Simulations	2.12	0.92	Not Utilised
8	History-related Educational Websites	3.52	0.64	Utilised
9	Digital Flashcards for Memorizing Historical Dates	2.58	0.80	Utilised
10	Learning Management Systems (e.g., Moodle)	2.20	0.85	Not Utilised

**Source:** *Field work, 2025*

The findings from table 1 reveal a diverse range of digital tools being employed by senior secondary school students for History learning in Offa, Kwara State. Among the tools listed, Smart boards recorded the highest mean score (Mean = 3.67), closely followed by History-related websites (Mean = 3.52) and YouTube educational videos (Mean = 3.45). These figures suggest that tools offering visual and interactive experiences are particularly favoured by students. Smart boards, for example, allow for dynamic presentations that make historical narratives more relatable and visually stimulating, enhancing students' engagement and understanding.

**Research Question Two:** *What are the roles of digital technology tools for History learning in Offa?*

**Table 2: Roles of Digital Technology Tools for History Learning in Offa**

S/N	Roles of Digital Tools in Enhancing History Learning in Offa	Mean	SD	Remark
1	Improves students' engagement with historical contents	3.62	0.79	Agreed
2	Makes abstract historical events easier to visualize	3.45	0.81	Agreed
3	Supports independent learning among students	3.38	0.84	Agreed
4	Encourages collaborative learning through digital platforms	3.29	0.87	Agreed
5	Enhances retention of historical dates and events	3.51	0.76	Agreed
6	Provides access to global historical resources	3.74	0.69	Agreed
7	Develops critical thinking through interactive content	3.48	0.80	Agreed
8	Reduces dependence on traditional chalkboard methods	3.25	0.85	Agreed
9	Makes assessment and feedback on history lessons faster	3.36	0.82	Agreed
10	Stimulates students' interest in History as a subject	3.61	0.78	Agreed
<b>Weighted Mean</b>		<b>3.47</b>		<b>Agreed</b>

**Source:** *Field work, 2025*

The findings from table 2 clearly show that students in Offa widely acknowledge the positive roles of digital technology in enhancing their History learning experiences. A significant number of students agreed that digital technology has improved their access to global historical resources, as indicated by a high mean score of 3.74. This suggests that students are no longer limited to locally available textbooks and materials but are now exposed to a broader and richer understanding of world history through the internet and digital platforms. Another notable role of digital technology, based on the findings, is its ability to increase student engagement during History lessons, with a mean score of 3.62. History, which has often been perceived as a dry and fact-heavy subject, is now becoming more lively and captivating through the use of videos, simulations, virtual museum tours, and interactive timelines. This transition from passive to active learning not only sustains students' attention but also deepens their interest in historical topics.

Moreover, the students acknowledged that digital tools positively impact their ability to retain historical information. Technologies like audiovisual aids, gamified history quizzes, and educational apps help reinforce knowledge by allowing students to see, hear, and interact with content repeatedly. This multisensory approach aligns with cognitive theories of learning, which suggest that information presented in multiple formats is more likely to be retained and recalled over time. The role of digital technology in promoting independent learning was also highly rated by the students. Many digital platforms encourage self-paced learning where students can explore historical content beyond the classroom at their



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convenience. This shift towards autonomous learning builds critical thinking and research skills, essential for success in higher education and beyond. It empowers students to take ownership of their learning journey, a key requirement for 21st-century learners. On this note, the analysis from table 2 paints a promising picture of how digital technology is reshaping History studies among senior secondary school students in Offa. Students have clearly identified how digital tools provide broader access to information, improve engagement, enhance retention, and support independent learning.

### **Discussion of Findings**

The findings of the study reveal a significant trend in the adoption of digital tools for History learning among secondary school students in Offa, Kwara State. Students are widely making use of accessible and familiar digital platforms such as YouTube, Smartboards, Google Classroom, and various educational websites. These tools provide dynamic and engaging ways to present historical content, moving beyond traditional rote memorization methods. Their popularity can be attributed to their availability, ease of use, and the ability to support multimedia presentations that appeal to different learning styles. However, the study also highlights a notable underutilization of more advanced digital technologies, including Augmented Reality (AR), Learning Management Systems (LMS), and digital archives. The disparity in the use of digital tools suggests varying levels of infrastructural development and digital literacy across different schools. In many cases, public secondary schools face challenges related to funding, internet access, and availability of modern teaching aids, whereas private schools may have better resources to integrate sophisticated technologies. This gap limits students' opportunities to experience highly immersive and interactive learning environments that advanced technologies can provide. Factors such as teachers' competence in using digital tools, availability of supporting devices, and the cost implications of maintaining high-end technology further exacerbate this divide. Without deliberate efforts to bridge this technological gap, the full potential of digital learning in History education may not be realized across all schools.

This finding aligns with the observations made by scholars like Adebayo and Ogunlade (2020), who stressed the growing reliance on platforms like YouTube and Google Classroom in Nigerian secondary schools. Their study indicated that these tools fostered improved communication between teachers and students and offered flexible access to educational content. Similarly, Eze and Bello (2021) reported that integrating digital platforms into the curriculum significantly boosted student interest and participation, particularly in subjects often regarded as difficult or abstract, such as History. However, the limited integration of more complex technologies like AR and VR, as noted by Okonkwo (2019), remains a critical issue. He argued that while these technologies offer transformative educational experiences, their adoption is hampered by infrastructural inadequacies and lack of policy support in many African educational settings. Another major outcome of the study was the overwhelming agreement among students regarding the positive roles of digital technologies in History learning. Students acknowledged that digital tools help simplify complex historical events and concepts, making them more accessible and relatable. For example, the use of animated videos and interactive timelines enables students to visualize historical sequences and understand cause-and-effect relationships better. Moreover, digital storytelling and simulations bring abstract or distant historical realities closer to students' lived experiences, enhancing both comprehension and retention. These experiences make History more than just a subject; they turn it into an interactive exploration of past human experiences. The findings corroborate the works of Akinola and Yusuf (2022), who pointed out that digital tools in the classroom promote learner autonomy and strengthen inquiry-based learning skills. According to their study, when students use digital platforms to conduct research or explore historical narratives independently, they become active participants in their own learning journey rather than passive recipients of information. Additionally, students develop critical thinking skills as they analyze different sources, verify historical facts, and construct their own interpretations of events. This deeper engagement not only improves academic performance but also fosters a lifelong interest in historical inquiry.

Furthermore, Nwachukwu and Jimoh (2021) affirmed that digital technologies enhance historical empathy among learners. By using simulations, virtual museum tours, and documentary videos, students are able to place themselves in the shoes of historical figures, gaining a more nuanced understanding of diverse historical contexts. Historical empathy is crucial in helping students appreciate different cultures, political systems, and societal evolutions. Such tools also stimulate collaborative learning as students work together on digital projects, participate in virtual discussions, and share insights from digital resources, thereby improving their teamwork and communication skills. At a global level, the significance of



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digital tools in enhancing humanities education has been emphasized by scholars such as Bhatt and Chauhan (2020). Their research showed that digital learning tools bridge the gap between theoretical content and practical understanding. In History classes, this means that rather than memorizing dates and events, students engage critically with primary sources, interpret visual artifacts, and experience reconstructed historical environments virtually. These active learning strategies not only improve academic achievement but also prepare students for the demands of the 21st-century knowledge economy, where digital literacy, critical thinking, and cultural awareness are increasingly valuable skills.

### **Conclusion**

Digital technology tools are increasingly being adopted for history learning in Offa secondary schools, though access and utilization vary across different tools. Basic and widely available tools like YouTube and online educational platforms are commonly used, while advanced resources such as digital archives and augmented reality remain underutilized due to infrastructural and technical constraints. Additionally, digital technology has played a pivotal role in enhancing history learning by making lessons more interactive, visual, and accessible. Students believe these tools increase their engagement, understanding, and retention of historical content. This suggests that digital tools have transformative potential if well integrated into the curriculum and classroom practices.

### **Recommendations**

1. Students should actively engage with digital tools like online archives, history apps, and videos to supplement their classroom learning.
2. Teachers should integrate digital content into their lessons to make history teaching more practical and relatable.
3. Parents should support their children by providing access to digital devices and encouraging educational usage.

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