

ICT ACCESS AND SELF-EFFICACY AS PREDICTORS OF ICT USAGE AMONG HISTORY STUDENTS IN UNIVERSITIES IN ENUGU STATE, NIGERIA

**Emeka, Lawrence Okonkwo;¹ Asogwa, U. D.;¹ Okafor, Jonathan Eloka²
& Jonas Nnalue Okeke¹**

¹Department of Arts Education, University of Nigeria, Nsukka

²Department of Political Science, Federal College of Education Technical, Umunze,
Anambra State

Abstract

The study investigated ICT access and self-efficacy as predictors of ICT usage among history students in universities in Enugu State, Nigeria. Three research questions and two null hypotheses were formulated to guide the study. The study adopted correlational survey research design. The population for the study consisted of 1,125 history students in the four universities in Enugu State. The sample size for the study comprised of 1,125 respondents. There was no sampling as the population was sizeable and was managed by the researchers. The data gathering instruments for this study were Students' ICT Access Questionnaire (SICTAQ), Students' ICT Usage Questionnaire (SICTUQ) and Students' ICT Self-Efficacy Questionnaire (SICTSEQ) developed by the researcher. The instruments were face validated by three experts from University of Nigeria Nsukka. The internal consistency reliability of the instruments was determined using Cronbach's Alpha method which yielded reliability coefficients of 0.83, 0.77 and 0.85 respectively which were high enough for the study. The researcher employed direct delivery and retrieval method in the administration of the instruments to the respondents. The research questions were answered using regression analysis. The hypotheses were tested using Coefficient of Determination (r^2). The results of the findings showed among others that the predictive power of ICT access on ICT usage was 66%. There was a significant predictive power of ICT access on ICT usage among history students in universities in Enugu State. Based on the findings of the study, it was recommended among others that the stakeholders in the university administration should equip the universities with more ICT facilities to promote effective usage of ICTs in learning among students.

Keywords: ICT, ICT access, ICT self-efficacy, ICT usage, history

Introduction

The 21st century is globally regarded as the Information and Communication Technology (ICT) age. ICT has revolutionised all human activities including teaching and learning activities. There is seemingly nothing teaching and learning process inclusive that can be done by human beings all over the world without the use of ICT. Accordingly, usage of ICT- Information and communication Technology for educational purposes is being witnessed all over the world (Mutuku & Ogutu, 2018). The authors further reiterate that there is a growing awareness among global policy makers and educators that the education system needs to be reformed to be amenable to ICT utilization if it is to effectively equip students with the knowledge, attitudes and skills that they need to compete favourably with their mates globally, succeed and thrive in the knowledge economy. Information Communication Technology (ICT) refers to tools, devices, equipment, resources that enhance gathering, processing, storing and retrieving data when need arises. According to Blurton (2013) Information Communication Technology (ICTs)

are commonly defined in education as ‘a diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information.

These technologies include computers, the internet, broadcasting technologies (Radio and Television), and (Mobile) telephony. Basically, ICT is a tool which can be hardware (such as Computers, Digital cameras), software (such as excel, discussion forum) or both (Obonyo, 2013). There are a wide range of ICT tools for various classroom activities. Such tools include computer- aided Instructional Software, Instructional video/audio tapes, Multimedia projectors, Presentation software (PowerPoint, KidPix), Computers, Word Processor, e-mail (for online communication), Interactive whiteboard, Spreadsheet programmes (such as Microsoft Excel), Online Databases, Models and Modeling Software, Simulation Programme and Games, Graphical visualizing tools, concept mapping software, multimedia resources, web-based/ internet resources, social media amongst others (Aramide, Ladio & Adebayo, 2014).

Given the pervasiveness of ICT, people all over the world have been put under much pressure as there is need for more than ever for individuals to acquire relevant ICT skills required in order to survive and thrive today. Different systems and sectors are adjusting and adapting to the ICT-driven changes in order to remain relevant and competitive. The education sector is not left out. The education sector has adopted ICT which has consequently brought tremendous changes in the way learning is conducted today in schools. Accordingly, Neyland (2011), the Centre for Educational Research and Innovation (CERI) identified three rationales for schools to incorporate ICT. First, is for economic reasons. Following the emergence of ICT, industries demand from potential employees new set of skills not presently offered in the existing school system. Therefore, it is intended that through the usage of ICT, schools would equip students with employable skills required in the labour market to participate effectively in economic activities for self-sustenance and national development. The second is for social reasons. Since, ICT has influenced and introduced new means and process of socialization, it is expected that through the adoption of ICTs, schools would produce digitally literate students who would be capable of thriving successfully in the emerging digital social space. The third rationale for adopting ICT in school is for pedagogical reasons. It is hoped that by adopting ICT in teaching and learning the inherent capability of ICT to present information in multimedia and multimodal form could be exploited to support learning generally, and more importantly higher-order thinking skills among students (Neyland, 2011).

Regardless of the benefits derivable from the use of ICT, its access is necessary for effective learning activities. Access describes the extent to which a particular user is able to easily locate a particular resource for use as well as the degree of convenience to the use of such resources. Accessibility is the ability for everyone to reach, use and benefit from substances, objects, and resources within their environment (Nwosu, Shaffe & Nurzatul, 2018). According to Okoliye (2016), accessibility of ICT is the ability of students to possess or hire and take advantage of the available ICT resources and services. ICT access refers to the ability of individuals to gather information through some medium such as software materials and electronic sources.

Lack of access to ICT has been identified by Al Mulhim (2014) as a school-level factor which hinders students from using it in learning process. It has been noted by researchers that if students do not have access to ICT, they will be drawn away from encouraging the use of ICT in learning. Access to ICT is a key determinant of students’ ICT usage (Akinjide, Sunday & Adebayo, 2015). Research studies have also shown that there is a relationship between accessibility of ICT and the use of ICT. Accordingly,

Abubakar (2016) posited that lack of ICT accessibility always prevents the adoption and integration of ICT in learning in Nigeria. Also, a study by Gilakjani, Sabouri and Zabihniaemran (2015), on the barriers teachers encounter in using ICT revealed evidence of the relationship between accessibility and the use of it in education. Gilakjani et al stated that accessibility of ICT materials influenced teachers' use of ICT. The researchers further opine that teachers who had access to ICT were keen in using it in their classroom while those who did not have access to it showed no interest in using it in their classrooms.

Usage of ICT in learning is benefiting. Usage of ICT in learning process is a relevant and functional way of knowledge acquisition (Akomolafe, 2010). Usage of ICT refers to utilization of ICT tools or devices in learning by students. It is application of ICT resources in learning process. ICT usage fundamentally changes the way students live, learn and work. Various researchers have identified the importance of ICT in education (World Bank, 2008). For instance, the report of the study of Sutton (2013) confirmed that ICT has been found to promote students intellectual qualities through higher order thinking, problem solving, improved communication skills and deepen understanding of the learning concepts taught in classroom. Basically, students use ICT tools for a range of classroom tasks, for personalized learning, writing of assignments and projects, maintaining constant communication with teachers and fellow students, sourcing for relevant materials for learning, evaluating their learning progress amongst others. Thus, ICT promotes a supportive, interactive learning environment, create broader learning communities, and provide learning tools for students.

Given the outstanding benefits of ICT usage in learning, many governments in the world have invested in ICT for improving learning in schools (Mirzajani & Bayekolaei, 2019). Despite the huge investment of financial and human resources, communications building and innovations to facilitate ICT use in schools, the use of the educational technology has been low (Mirzajani & Bayekolaei, 2019). The use of ICT in Nigerian schools is low (Nwosu, Shaffe & Nurzatul, 2018). The use of ICT by college of education students has been reported to be low (Nassanga, 2001). This failure to make optimal use of ICT by students leads to several undesirable outcomes such as wastage of funds the University and its donors have sunk on under-utilised or even un-utilised facilities (Njiraine, 2000). Basically, students deny themselves benefits of ICT usage in learning (Kasozi, 2002). The reason for students' low usage of ICT and its related devices could be as a result of their self-efficacy beliefs in ICT utilization in learning process.

Thus, self-efficacy of students could affect their access to and usage of ICTs in learning. It is expected that students with high ICT self-efficacy could have the morale to access ICT tools and as such could utilize it more than students with little or less ICT self-efficacy. Conversely, some students with high self-efficacy may be abstaining from ICT access and usage as a result of certain factors. Self efficacy refers to an individuals' confidence in the ability to complete a task or achieve a goal. It is belief in one's own abilities to perform an action or activity necessary to achieve a goal or task (Bandura, 1997). In this study, it refers to the confidence individuals have to do things or use tools or devices in performing some tasks. Thus, students' ICT self-efficacy refers to the confidence they demonstrate on the use of ICTs for educational purposes and how far the students perceive success as being under their control (Peralta & Costa, 2007). Students' ICT self-efficacy is described as a judgment of their capability to use ICT resources in learning (Compeau & Higgins, 1995). According to Liaw, Huang and Chen (2007) students' self-efficacy influences their use of ICT in learning. In essence, when students

have confidence that they can use technologies in learning, they would do better in the use of ICT in learning. Nonetheless, when students lack confidence in the use of technologies in learning, they may abstain from the use of ICT in learning.

Consequently, self-efficacy has important effect on the amount of effort individuals apply to a given task, learning process inclusive. Individuals with high level of self-efficacy for a given task will be resilient and persistence in the face of setbacks while individuals with low level of self-efficacy for a task may disengage or avoid the situation. For example, a student who has lower level of self-efficacy in ICT usage in learning may avoid enrolling for challenging history classes. Use of ICT in learning depends on individuals' confidence and competence (Gao, Wang, Wong & Choy, 2011). According to Adekunjo and Unuabor (2018) self-efficacy beliefs explain technology usage behaviours. Students' strong belief that they can use ICT facilities in learning process makes them to be more confident in its use. Accordingly, Compeau and Higgins (1995) noted that individuals with higher computer self-efficacy beliefs tend to see themselves as able to use computer technology. On the other hand, individuals with lower computer self-efficacy beliefs become more frustrated and more anxious working with computers and hesitate to use computers when they encounter obstacles (Adekunjo & Unuabor, 2018).

In essence, students' ICT self-efficacy affects effective use of ICT in learning. However, students' access to technology is positively related to their ICT self-efficacy (Fraillon et al, 2014). Consequently, access to ICT and its effective usage could promote ICT self-efficacy. Becta, (2004) reported that lack of confidence influences teachers' use of computers in their classrooms. The author further maintains that many teachers who do not consider they to be well skilled in using ICTs feel anxious about using it in front of a class of school children who perhaps know more than they do. However, it is not certain whether students' self efficacy would affect their access and use of ICT in learning History in Nigerian universities, hence the need for the present study. However, findings on relationship between ICT access and self-efficacy as predictors of ICT usage are inconclusive mostly as none of the studies according to extant literature was conducted in the area of history.

History refers to organized records of past events and practices which help in determining and interpreting future events and practices in the society. It is the systematic recording, description and interpretation of events about the past (Orji, 2002). Corroborating this view, Onyejekwe (2003) opines that history from progressive view point is the record or study of selected past actions and thoughts of men which have observable relevance to present and future events in society. Onyejekwe further maintains that history is the pursuit of the truth about the past of mankind; a body of the distilled experience and wisdom of man in the past re-lived by the historian in his efforts to grapple with the present and by so doing gives his future a better shape. History is about themes and questions; history is interpretive, history is explained through narratives (Levstik & Barton, 2015) which might appear abstract and elusive at times to the learner. Contextually, History is the study of past and present events that help students to forecast future events for posterity. It is the study of past and present events that help individuals to explain future events of similar nature. However, concrete and experiential learning can be provided through the use of ICT for greater appreciation of historical content.

Accordingly, history education has for long has been undermined. Study by Olaopa (2016) posited rightly captures it by positing that one of the most unfortunate aspects of the Nigerian nation building effort is the attitude that the Nigerian government has to history and historiography of the Nigerian society; one way to put this is that Nigeria is

fatally afraid of its own historical evolution. This poor attitude to history led to the negligence of history studies in Nigerian schools. First, history was undermined as a stand-alone subject and made optional at senior secondary school level. The reason for this could be the emergence of government as a subject in senior secondary schools in early 1980s which appears less date-oriented and simple compared to Historic studies. In the universities, history studies have been challenged too. History department has been merged with other areas such as International Relations possibly due to poor student enrollment and interest in history studies.

Fortunately, the government retraced its steps after prolonged public outcry by concerned citizens and reintroduced history studies in Nigeria's basic education curriculum again in 2018. Given these incidents, the onus lies on stakeholders in history education to seek for effective ways to maintain the existence of history in the education curriculum. One of such ways may be the adoption of ICT in the teaching and learning of History, especially in the universities. Integrating ICT in the teaching and learning of History will ensure that students may be motivated to learn, their interests are sustained in learning and their engagements are increased. These in turn will lead to a stimulating experience for students such that the cultural past is made to come alive in the classrooms, students are better enabled to understand how the distinct cultural realities that make up Nigerian plurality become a source of social reconstruction to enable national integration. And they will then be made more aware of their cultural background, while at the same time earnestly appreciate their duties as citizens of Nigeria.

Again, today's learners are described as digital natives. A greater part of their lives is spent in constant interaction with different forms of technologies. Learners of this era seem to embrace ICTs more than the learners of the 20th century. Therefore, present day learners may tend to appreciate activities involving the use of technology. Hence, ICT access and self-efficacy in facilitating its usage in teaching and learning of History may not appear out of place today. In fact, it might be able to attract and sustain students' interest in the learning process which in turn may lead to greater achievement of their academic goals. Studies have shown that ICT usage could bring about positive learning outcomes in teaching and learning of History. For example, Aidinopoulou and Sampson (2017) reported that adoption of a flipped classroom enhanced the development of historical thinking skills among students. Similar findings by Njagi (2018) states that utilization of ICT has significant positive influence on students' performance in History. Likewise, Ismail (2017) in his report states that using an online presentation platform was effective in the teaching and learning of History. In Nigeria, upon examining the potentials of ICT usage in history education, Gamdi and Azare (2019) averred that appropriate application of ICT has the capacity to reposition history education in the age of Information and Communication Technology for nation building and the realization of Millennium Development Goals (MDGs). Apart from these, ICT usage in teaching and learning of History could ensure the realization of goals of History of Education in Nigeria.

Notwithstanding the benefits inherent in ICT usage in learning, observations have shown that university students in Enugu State seem to have low access to ICT facilities. It is also observed that some university students who come from low socio-economic families have lean confidence in ICT usage. This could be as a result of fear of destroying the ICT facilities. This low self-efficacy in ICT usage could be predicted by students' gender, age and socio-economic status. Thus, ICT access and self-efficacy seems to influence students' ICT usage in universities. It is against these backgrounds that this

study sought to determine ICT access and self-efficacy as predictors of ICT usage among history students in universities in Enugu State.

Statement of the Problem

Information and Communication Technology (ICT) has become an integral component of teaching and learning in the 21st century, playing a vital role in improving instructional delivery and students' learning experiences in higher education. The effective utilization of ICT is increasingly recognized as essential for promoting quality education and developing learners' digital competencies. Ideally, History students in universities are expected to have adequate access to ICT facilities and possess the confidence and competence required to utilize these technologies effectively for learning. Adequate ICT access and high self-efficacy are expected to enhance students' ability to access historical information, conduct research, engage in collaborative learning, develop critical thinking skills, and improve their overall academic performance. Universities are also expected to provide enabling ICT environments that support effective teaching and learning.

However, despite continuous investments in ICT infrastructure and increasing advocacy for technology integration in education, many university students still experience limited access to ICT facilities, while others lack the confidence and competence required to utilize available technologies effectively for learning. Consequently, ICT utilization among History students appears to remain below expectation, thereby limiting the educational benefits associated with digital learning and reducing opportunities for meaningful academic engagement. Existing studies have examined ICT utilization in education from different perspectives. However, limited empirical evidence exists on the extent to which ICT access and ICT self-efficacy predict ICT usage among History students in universities in Enugu State, Nigeria. This gap in the literature necessitated the present study. Therefore, the problem of this study was to determine the extent to which ICT access and ICT self-efficacy predict ICT usage among History students in universities in Enugu State, Nigeria.

Research Questions

The following research questions guided the study.

1. What is the predictive power of ICT access on ICT usage among history students in universities in Enugu State?
2. What is the predictive power of ICT self-efficacy on ICT usage among history students in universities in Enugu State?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance;

HO₁: There is no significant predictive power of ICT access on ICT usage among history students in universities in Enugu State.

HO₂: There is no significant predictive power of ICT self-efficacy on ICT usage among history students in universities in Enugu State.

Methods

The study was carried out in Universities in Enugu State, Nigeria. Correlational survey research design was adopted for the study. This design sought to establish the level of relationship, association or co-variation between two or more variables and at the same time indicate the direction and magnitude of the relationship between the variables (Nworgu, 2015). The correlational survey research design was considered appropriate for this study because the design enables the researcher to determine the predictive power of

the independent and dependent variables. The population for the study consisted of all the 1,125 History students in all the four universities offering History in Enugu State. The sample size for the study comprised all the 1,125 respondents. Thus, there was no sampling as the population is sizeable and could be managed by the researcher. Three instruments developed by the researcher were used for the data collection. The data gathering instruments for this study are Students' ICT Access Questionnaire (SICTAQ), Students' ICT Usage Questionnaire (SICTUQ) and Students' ICT Self-Efficacy Questionnaire (SICTSEQ) developed by the researcher. The instruments (SICTAQ, SICTUQ and SICTSEQ) were face validated by three experts, from University of Nigeria, Nsukka. To determine the internal consistency reliability of the instruments (SICTAQ, SICTUQ & SICTSEQ), Cronbach's Alpha method was used which yielded reliability indices of 0.83, 0.77 and 0.85 for the SICTAQ, SICTUQ and SICTSEQ respectively. The researcher employed direct delivery and retrieval method in the administration of the instruments to the respondents. A total of 1,125 copies of the questionnaires (SICTAQ, SICTUQ and SICTSEQ) were distributed to the respondents by hand with the help of two research assistants. The researcher employed the services of the research assistants to collect the completed questionnaire from the respondents on the spot to ensure a high return rate. The data collected were analysed using regression analysis to answer the two research questions while the two hypotheses were tested using Coefficient of Determination (r^2). Coefficient of determination is interpreted as the proportion of or percentage of the variance of the dependent or criterion variable, Y that can be accounted for or predicted by the independent or predictor variable X (Nworgu, 2015). Coefficient of determination was applicable to this study because extent of predictive powers of independent variables on the dependent variables was required.

Results

Research Question One: What is the predictive power of ICT access on ICT usage among history students in universities in Enugu State?

Table 1: Regression analysis of the predictive power of ICT access on ICT usage among history students

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.813 ^a	.660	.660	6.12700

a. Predictors: (Constant), Access

Table 1 shows the regression analysis of the predictive power of ICT access on ICT usage among history students in Universities in Enugu State. Based on the result, a correlation coefficient (R) of 0.81 was obtained, indicating that there is a high relationship between ICT access and ICT usage among history students. The result further shows that a coefficient of determination (R^2) of 0.66 was obtained. This means that ICT access has a predictive power of 66% on ICT usage among history students in universities in Enugu State. Hence, 34% of ICT usage may be attributed to other variables order than ICT access.

Hypothesis One

There is no significant predictive power of ICT access on ICT usage among history students in universities in Enugu State.

Table 2: ANOVA result of the significance of the predictive power of ICT access on ICT usage

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	81903.356	1	81903.356	2181.758	.000 ^b
	Residual	42157.496	1123	37.540		
	Total	124060.852	1124			

a. Dependent Variable: Usage

b. Predictors: (Constant), Access

The result presented in Table 2 shows the predictive power of ICT access on ICT usage among history students in universities in Enugu State. From the result, an F-ratio of 2181.758 obtained has an associated exact probability value of 0.000. This p-value of 0.000 obtained is less than 0.05 level of significance, hence, the null hypothesis was rejected. Conclusion drawn is that there was a significant predictive power of ICT access on ICT usage among history students in universities in Enugu State.

Research Question Two: What is the predictive power of ICT self-efficacy on ICT usage among history students in universities in Enugu State?

Table 3: Regression analysis of the predictive power of ICT self-efficacy on ICT usage among history students

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.786 ^a	.617	.617	6.50360

a. Predictors: (Constant), Efficacy

The result of analysis in Table 3 shows the regression result on the predictive power of ICT self-efficacy on ICT usage among history students in universities in Enugu State. Based on the result, a correlation coefficient (R) of 0.79 which implies a high relationship between ICT self-efficacy and ICT usage was obtained. More so, the Table shows a coefficient of determination (R²) of 0.62 which means that ICT self-efficacy has a predictive power of 62% on ICT usage among history students. This could be said that 38% of the ICT usage is as a result of other variables different from ICT self-efficacy.

Hypothesis Two: There is no significant predictive power of ICT self-efficacy on ICT usage among history students in universities in Enugu State.

Table 4: ANOVA result of the significance of the predictive power of ICT self-efficacy on ICT usage

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	76561.515	1	76561.515	1810.101	.000 ^b
	Residual	47499.337	1123	42.297		
	Total	124060.852	1124			

a. Dependent Variable: Usage

b. Predictors: (Constant), Efficacy

The result in Table 4 shows the ANOVA result on the predictive power of ICT self-efficacy on ICT usage among history students in universities in Enugu State. From the result, an F-value (1, 1123) = 1810.101, p<0.05 was obtained. Since the p-value of 0.000

is less than 0.05 level of significance, the null hypothesis is rejected. Inference drawn is, there was a significant predictive power of ICT self-efficacy on ICT usage among history students in universities in Enugu State.

Discussion

The findings of the study revealed that ICT access had a significant predictive power on ICT usage among history students in universities in Enugu State. This implies that students who have greater access to ICT facilities are more likely to utilize them effectively for learning History. The finding is expected because access to digital technologies provides students with opportunities to retrieve information, participate in online learning activities, conduct historical investigations, and develop independent learning skills. Conversely, inadequate access to ICT facilities may hinder effective utilization, thereby limiting students' academic engagement and learning outcomes. This finding underscores the importance of providing adequate ICT infrastructure in universities to enhance teaching and learning. The findings are in consonance with the study of Okolije (2016), who posited that accessibility of ICT resources enhances their utilization for teaching and learning. The findings also agree with the study of Nwosu, Shaffe, and Nurzatul (2018), who reported that inadequate access to ICT facilities contributed significantly to the low level of ICT utilization in schools. Similarly, Gilakjani, Sabouri, and Zabihniaemran (2015) observed that limited access to ICT facilities constitutes a major barrier to effective technology integration in education.

The findings of the study revealed that ICT self-efficacy had a significant predictive power on ICT usage among history students in universities in Enugu State. This indicates that students who possess higher confidence in their ability to use ICT are more likely to integrate digital technologies into their learning activities. The finding is not surprising because self-efficacy enhances learners' willingness to explore digital resources, solve academic problems using technology, and engage actively in technology-supported learning environments. Students with high ICT self-efficacy are more likely to overcome challenges associated with technology use, whereas those with low confidence may avoid using ICT even when the facilities are available. This suggests that improving students' digital competence through continuous training and practical exposure will enhance ICT utilization for academic purposes. The findings are in consonance with the study of Liaw, Huang, and Chen (2007), who posited that learners' self-efficacy significantly influences their willingness to use ICT in learning. The findings also support the study of Gao, Wang, Wong, and Choy (2011), who reported that students' confidence and competence in using ICT positively influenced their utilization of technology for educational activities. Similarly, Becta (2004) maintained that lack of confidence constitutes one of the major barriers to the effective use of ICT in teaching and learning.

Contribution to Knowledge

This study contributed to the existing body of knowledge by providing empirical evidence that ICT access and ICT self-efficacy significantly predict ICT usage among history students in universities in Enugu State, Nigeria. The study expands the understanding of the factors that influence students' utilization of ICT and provides evidence that can guide universities and educational stakeholders in promoting effective technology integration in History education.

Conclusion

This study was predicated by the fact that ICT access and self-efficacy determine to a high extent ICT usage for teaching and learning process. Access to ICT resources/

tools predicts their usage for instructional purposes. Apart from accessibility of ICT resources for teaching and learning, self-efficacy affects its usage. Students' confidence and/ or capability to use ICT facilities could mar or make students' opportunities for effective usage of ICT resources for teaching and learning. It is against these backdrops that this study determined ICT access and self-efficacy as predictors of ICT usage among history students in universities in Enugu State, Nigeria. The study found that the predictive power of ICT access on ICT usage was 66%. There was a significant predictive power of ICT access on ICT usage among history students in universities in Enugu State. ICT Self efficacy has a 62% predictive power on ICT usage. The predictive power of ICT self-efficacy on ICT usage among history students in universities in Enugu State was significant. The study concluded that ICT access and self-efficacy when properly maintained and promoted would enhance ICT usage among history students towards attaining the goals of establishing history in universities in Enugu State in particular and Nigeria in general.

Recommendations

Based on the findings of the study the following recommendations are made:

1. The stakeholders in university administration should equip the universities with more ICT facilities to promote effective usage of ICTs in learning among students. This, if done would increase access to ICT facilities which would promote ICT usage among the university students.
2. The ICT Units of any university through the ICT Directors should organize periodic training on ICT access and usage for students, to enable them acquire more skills and abilities that would improve their confidence (self-efficacy) in the use of ICT for learning purposes.

REFERENCES

- Abubakar, A. M. (2016). An assessment of the use of ICT in teaching and learning in public secondary schools in northeastern Nigeria. *Unpublished Master's Thesis*, Eastern Mediterranean University (EMU).
- Adekunjo, O. A. & Unuabor, S. O. (2018). Computer self-efficacy and attitudes toward internet usage among library and information science postgraduate students in two library schools in Nigeria. *American Journal of Educational Research and Reviews*, 3(24), 1-13.
- Aidinopoulou, M. & Sampson, D. (2017). Effect of flipped classroom on students' achievement in history in Kano State. *Unpublished Ph.D thesis*, University of Maiduguri.
- Akinjide, K., Sunday, O., & Adebayo M, I. (2015). Demographic variables and ICT access as predictors of information communication technologies' usage among science teachers in Federal Unity Schools in Nigeria. *Journal of Qualitative Education*, 12(1), 1-28.
- Akomolafe, M.J. (2010). Measured influence of self-efficacy and gender in secondary school students' academic performance in Ondo State Nigeria. *Educational Thought Journal*, 7(1), 1-10.
- Al Mulhim, E. (2014). The barriers to the use of ICT in teaching in Saudi Arabia: A review of literature. *Universal Journal of Educational Research*, 2(6), 487-493.

- Alampay, E. (2006). Analyzing socio-demographic differences in the access and use of ICTS in the Philippines using the capability approach. *The Electronic Journal of Information System in Developing Countries (EJISDC)*, 27, 5, 1-39.
- Aramide, K. A., Ladipo, S. O., & Adebayo, I. (2014). Demographic variables and ICT access as predictors of information communication technologies' usage among science teachers In Federal Unity Schools in Nigeria. *Library Philosophy and Practice*, 4, 1-28.
- Bandura, A. (1997). Self- efficacy: The exercise of control. New York: Freeman.
- Becta. (2004). A review of the research literature on barriers to the uptake of ICT by teachers. Coventry, England: British Educational Communications and Technology Agency.
- Blurton, C. (2000). New directions of ICT-use in education. Paris, France: United Nations Educational, Scientific and Cultural Organization (UNESCO).
- Compeau, D.R. & Higgins, C.A. (1995). Computer self-efficacy: Development of a measure and initial test. *MIS Quarterly*, 19(2), 1809-1821.
- Fraillon, J., Ainley, J., Schulz, W., Friedman, T. & Gebhardt, E. (2014). Preparing for Life in a Digital Age. *Journal of Interdisciplinary Studies*, 3(1). doi:10.1007/978-3-319-14222-7.
- Gao, P., Tan, S. C., Wang, L., Wong, A., & Choy, D. (2011). Self-reflection and pre-service teachers' technological pedagogical knowledge: Promoting earlier adoption of student- centred pedagogies. *Australasian Journal of Educational Technology*, 27(6), 997–1013.
- Gamdi, Z & Azare, S. (2019). Information communication technology application in teaching history for promoting nation-building. *Journal of Science and Technology*, 2(1), 98-121.
- Gilakjani, S.A., Sabouri, J. & Zabihinzemran, M. (2015). Barriers to effective utilization of ICT in teaching in Classrooms. *Journal of ICT and Training in Education*, 5(1), 97-106
- Ismail, A. R. (2017). The influence of perceived social media marketing activities on brand loyalty: The mediation effect of brand and value consciousness. *Asia Pacific Journal of Marketing and Logistics*, 29(1), 129-144.
- Kasozi, A. B. K. (2002). *Access to information and communication technology in higher education in Uganda*. Kampala, Uganda: Makerere Universit
- Levstik, L.S. & Barton, K.C. (2015). Doing history: Investigating with children in elementary and middle schools. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&as_vis=1&q=Levstik+%26+Barton++%282015%29&btnG=.
- Liaw, S., Huang, H., & Chen, G. (2007). Surveying instructor and learner attitudes toward e-learning. *Computers & Education*, 49(4), 1066-1080.
- Mirzajani, H., Delaviz, M. & Bayekolaei, M.D. (2019). Factors influencing utilization of ICT among pre-service teachers: A review of the literature. *Journal of Social Sciences and Humanities*, 5(4), 420-427.
- Mutuku, M.N., & Ogotu, J. (2018). An investigation of the factors influencing the integration of ict in teaching and learning process in public secondary schools in Machakos County, Kenya. *International Journal of Economics, Commerce and Management United Kingdom*, 6(4), 418-441.

- Nassanga, M., (2001). Students' participation in ICT usage and management: a case study of Fast African School of library and Information Science. *Unpublished Ph.D thesis*, Makerere University, Kampala.
- Neyland, E. (2011). Integrating online learning in NSW secondary schools: Three schools perspectives on ICT adoption. *Australia Journal of Educational Technology*, 27(1), 152- 173.
- Njagi, L. (2018). Relationship between ICT access, usage and students' performance in history. *International Journal of Education and Social Sciences*, 3(1), 88-93.
- Njiraine, D. M., (2000). Underutilization of Internet facilities at universities: a case study of Jomo Kenyatta Memorial library (JKMF), University of Nairobi and United States International University of Africa (USIUA) library. *Unpublished Msc dissertation*, Makerere University, Kampala.
- Nworgu, B.G. (2015). *Education research: basic issues and methodology*. Nsukka: University Trust.
- Nwosu, A, Shaffe, M.D. & Nurzatul, S.K. (2018). Teachers' use of ICT in teaching and learning in Aba North district secondary schools. *IOSR Journal Of Humanities And Social Science*, 23(4), 30-40.
- Obonyo, S.O. (2013). Use of information communication technology in teaching and learning processes in secondary schools in Rachuonyo South District, Homa-Bay County, Kenya. *Unpublished M.Ed project*, University of Nairobi.
- Okoliye, E. O. (2016). Knowledge, accessibility and use of information communication technology (ICT) among students and teachers in the department of nursing sciences University of Nigeria, Enugu Campus. *Unpublished Ph.D thesis*, University of Nigeria Nsukka.
- Olaopa, O. (2016). *History and historiography in Nigerian society*. Benue: Mendals.
- Onyejekwe, A. (2003). *Principles and processes of history of education (History methodology)*. Onitsha: West and Solomon.
- Orji, A.S. (2002). *Foundation of education: A historical approach*. Owerri: Owerri Loncel.
- Peralta, H. & Costa, F.A. (2007). Teachers' competence and confidence regarding the use of ICT. *Educational Sciences Journal*, 3, 75-84.
- Sutton, B. (2013). The effects of information and communication technology (ICT) on student learning and achievement. *Journal of Educational Technology Systems*, 42(1), 45–60.
- World Bank. (2008). *The role of ICT in education and development*. Washington, DC: World Bank.