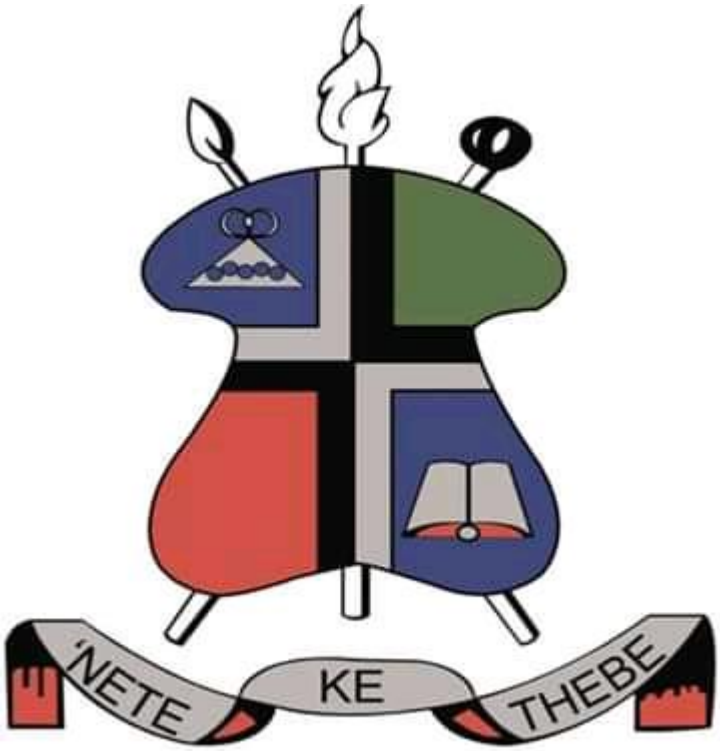
Teachers' perceptions on integration of information and communication technology in History teaching and learning at five high schools in Maseru



By

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Submitted in fulfilment for the Master of Arts in Education (History Education)

Supervisor: Dr. Walter Sengai

August 2024

DECLARATION

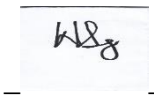
This dissertation, *Teachers' Perceptions on Integration of Information and Communication Technology in History Teaching and Learning at Five High Schools in Maseru*, is my own original work, which I, Atang Thulo, officially declare has never been submitted before for any kind of degree or credential at any university or other institution. I have acknowledged all sources and contributions made by others in the preparation of this dissertation and have cited them appropriately. This work complies with the ethical guidelines of the National University of Lesotho and all relevant regulations.

Researcher: _____

Atang Thulo Date: 12/09/2024

SUPERVISOR'S STATEMENT

This dissertation has been submitted with/without my approval.

Signature: _  _____

Date: ____12/09/2024_____

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DEDICATION

This study is dedicated to my late father, Ramautloela Ellias Thulo, and my mother, Mamoshoeshoe Alice Thulo. Your steadfast dedication to making sure I receive an education is greatly appreciated. I was able to make it up to this point because of your support and sacrifices.

ABSTRACT

Despite the attempts made to incorporate information and communication technology (ICT) into teaching and learning, it is not easy to leave out teachers' perceptions from the technology use discourse. As a result, it is significant to take teachers' perceptions into account when attempting to integrate technology into the classroom. Thus, the purpose of this study was to explore teachers' perceptions of ICT integration in the teaching and learning of History. The Technology Acceptance Model and Resources and Appropriations Theory were used as theoretical frameworks. The study adopted a qualitative research approach. The data for the study was generated through semi-structured interviews that were carried out through one-on-one interviews and telephone interviews. The participants of the study involved five History teachers from five secondary schools in Maseru, who were selected purposefully, while the schools were selected using convenience sampling. The generated data was analysed thematically with the help of ATLAS. ti software. The study findings established that teachers' perceptions of the integration of ICT in teaching and learning History were influenced by barriers such as a lack of ICT resources, a lack of administrative support, a lack of technical support, and a lack of professional development. However, despite these barriers, the study discovered that teachers possessed positive perceptions towards ICT integration in the teaching and learning of History. Further, the study established that teachers had positive perceptions of ICT integration because of the perceived usefulness of ICT in teaching and learning of History. The study concluded that teachers had positive perceptions despite the challenges they encounter when integrating ICT in the classroom. Therefore, the study recommends that the Ministry of Education and Training introduce mandatory ICT training courses in pre-service teacher education programs at institutions like the National University of Lesotho and Lesotho College of Education to provide teachers with ongoing professional development and provide an equitable allocation of ICT resources. Again, the study recommends administrative support for teachers to enable successful integration of ICT in the teaching and learning of History.

Keywords: *information and communication technology; teachers; perceptions; History; teaching; learning*

LIST OF ABBREVIATIONS

ICT	Information and Communication Technology
GIS	Geographic Information Systems
VR	Virtual Reality
AR	Augmented Reality
CAP	Curriculum and Assessment Policy
LBECP	Lesotho Basic Education Curriculum Policy
NSDP	National Strategic Development Plan
MOET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
TPACK	Technological Pedagogical Content Knowledge
TAM	Technology Acceptance Model
RAT	Resources and Appropriation Theory
UTAUT	Unified Theory of Acceptance and Use of Technology
SAMR	Substitution Augmentation Modification and Redefinition

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CHAPTER1
INTRODUCTION AND BACKGROUND

1.1 Introduction

Although attempts are being made to incorporate Information and Communication Technology (ICT) into teaching and learning, it is not easy to leave out teachers' perceptions from the technology use discourse. As a result, it is significant to take teachers' perceptions into account when attempting to integrate technology in the classroom. In Lesotho, the integration of ICT in education is hypothetical, with little attention given to understanding how teachers perceive it, bearing in mind that there is a lack of ICT resources in schools, a lack of technical support, a lack of professional development, and many more.

ICT encompasses various devices and systems used for gathering, processing, storing, retrieving, and transmitting information (Aying et al., 2019). It consists of software, hardware, and ideological-based resources. In contrast to software resources, which are programs, data, or instructions required for running computers and carrying out particular tasks, hardware resources are used for input, processing, output, and storage (Duncan, 2017). Then again, ideological-ware resources refer to ideas and theories used for instruction (Khoza, 2018). Effective ICT use requires the right attitude, resources, skills, and utilisation (van Deursen & van Dijk, 2019). While exploring teachers' perceptions of ICT integration in History teaching and learning, both components were taken into account.

According to Abel et al. (2022), perceptions are defined as the guiding principles that function as personal compass points that help people define and understand the world and themselves. Further, perceptions can either be negative or positive and are influenced by several factors, including past experiences, education, norms and values, culture, preconceived notions, beliefs, and present circumstances (Joao et al., 2004). The teacher's acceptance or rejection of ICT integration in the classroom is significantly influenced by these perceptions. Therefore, this study sought to explore teachers' perceptions of the use of technology in the teaching and learning of History.

1.2 Background to the study

On a global scale, ICT has influenced the teaching and learning of History. In the beginning, the imparting of historical knowledge was solely dependent on oral tradition. Nonetheless, historical information became more accessible and durable through writing systems like cuneiform and hieroglyphics (Ong, 1982). In the fifteenth century, the invention of the

printing press by Johannes Gutenberg transformed the transmission of historical texts, making them extensively available and affordable (Eisenstein, 1980). As a result, the invention laid the foundation for contemporary teaching and learning of History through mass-produced historical resources.

The existence of radio and television revolutionised teaching and learning of History, further facilitating the dissemination of historical documentaries and educational programs to a wider audience in the 20th century (Barnouw, 1966). The historical events that were unthinkable before were brought to life by these mediums as they enabled visual learning experiences. Again, the digital transformation of the late 20th century, associated with the integration of computers and the internet, ushered in a new era of teaching and learning of History. Teachers were provided with powerful resources for improving teaching and learning History, such as multimedia software and online databases (Reiser, 1987). Thus, students gained a wide range of historical resources, such as primary sources, virtual exhibits, and interactive timelines that enabled deeper active participation and the acquisition of critical thinking skills (Nokes & De La Paz, 2023).

The twenty-first century marked a turning point for further advancements in ICT with the advent of educational software, virtual reality simulations, and online learning platforms designed for the teaching and learning of History (Squire & Jan, 2007). These technological advancements enabled students to study historical topics in advanced ways by offering engaging learning experiences and opportunities for collaborative inquiry. Over the past few years, the COVID-19 pandemic prompted the use of technology in the teaching and learning of History as schools shifted to online education environments (Hodges et al., 2020).

Therefore, teachers used video conferencing tools, digital archives, and online discussion forums to ease online learning and get students interested in historical inquiry (Bunt, 2021). Basically, the historical advancement of teaching and learning in relation to ICT underscores the transformative impact of technology on education. Thus, by embracing ICT resources, teachers can improve historical literacy, critical thinking skills, and student engagement with technological resources and methodologies in the digital age.

Recently, the incorporation of information and communication technology (ICT) has become a growing priority in education worldwide. This was a response to the constantly evolving world and the emergence of new technologies every day (Kuppusamy, 2020). To keep pace with the advent of technology, education systems worldwide have attempted to make the

integration of information and communication technology a priority to equip learners with the relevant skills of the 21st century (Buabeng-Andoh, 2012). Indeed, information and communication technology has emerged as one of the most impactful global developments due to its role in facilitating communication, enhancing productivity, enabling innovation, driving socio-economic growth, enabling global connectivity, empowering through information access, and addressing global challenges (Murphy & Greenwood, 1996; Warschauer, 2011).

These ICTs have left many countries with no option but to find a way to adjust their educational systems in such a way that they align with the demands of the 21st century, of which ICT literacy has become a focal point. Countries such as Pakistan, Australia, India, South Africa, Malaysia, Indonesia, Rwanda, and Turkey have incorporated ICT literacy into their core curricula, as evidenced by studies (Albugami & Ahmed, 2015; Balanskat et al., 2006; Blau & Shamir-Inbal, 2017; Eicklemann & Vennemann, 2017; Munyengabe, 2017). In fact, the majority of countries worldwide have identified the need to integrate ICT as part of their core curricula (Ghavifekr et al., 2014; Evgueni, & Mariana, 2002).

Lesotho is not an exception and has adopted the ICT Policy for Lesotho (2005), which aims to integrate the country into the global economy and increase ICT literacy. It requires educational institutions to prioritise ICT literacy in their core curricula, to make use of ICTs to improve quality education while enhancing access to education, and to contribute significantly towards improving teaching and learning strategies that produce a society that is ICT literate and capable of creating local ICT products and services (ICT Policy of Lesotho, 2005). In fact, it appears that the policy aims to equip learners with technological competencies, develop competitive global learners, and foster community productivity.

Besides, Curriculum and Assessment Policy (CAP) and Lesotho Basic Education Curriculum Policy (LBECP) call for educational transformation through an integrated curriculum, which, among other things, is mandated to equip learners with information and communication technology skills (MOET, 2021). In support, the curriculum for History Grades 10 and 11 also advocates for technological awareness in the teaching and learning of History (M.O.E.T., 2019). Again, National Strategic Development Plan II (NSDP) advocated the integration of ICT, as it had envisioned ICT as the pillar of a modern economy that could significantly contribute to eradicating problems brought on by urbanization, inadequate infrastructure,

destitution, a lack of jobs, and inequality (Lesotho Communications Authority, 2017). Even in Lesotho, it seems, ICT integration is viewed as an attempt to revolutionise education.

ICT integration remains a global challenge amongst teachers across different disciplines, in spite of the attempts made by governments worldwide (Saxena, 2017). For example, in Europe, in countries like Poland, Ireland, Belgium, and Germany, the integration of ICT in teaching and learning remains a critical issue, and this problem is linked to the teachers' perceptions as one of the major concerns for this problem (Eickelmann & Vennmann, 2017). Indeed, teachers' perceptions are very critical as far as ICT integration in instruction is concerned.

The problem does not end in Europe; it continues to be seen in Asia. In many developing countries in Asia, educational institutions are still struggling with ICT in their teaching (Ra et al., 2016). Additionally, in Indonesia, it is reported that teachers' use of ICT is still low despite teachers having sufficient knowledge to manipulate the ICT tools at their disposal, and the problem is still linked to teachers' motivation and experience to use ICT in the classroom (Mahdum & Safriyanti, 2019). It is evident that teachers are the key to every initiative that has to happen in the classroom.

Numerous investigations conducted in Africa have also revealed that there is also a problem with the actual implementation of ICT in instruction, despite the fact that teachers have positive perceptions and attitudes (Banda et al., 2020; Hong, 2016; Makuru, 2020). Again, several studies (Akran & Aşiroğlu, 2018; Ali, 2018; Banda et al., 2020; Belay et al., 2020; Herro & Quigley, 2017; Fung & Maat, 2021) suggested that in order to effectively incorporate and use ICT in education, teachers' beliefs, perceptions, and attitudes play an integral part and have to be taken into consideration as they influence the teachers' rejection or acceptance of ICT in the actual implementation in the classroom. Thus, it can be arguably said that it is crucial to prioritise teachers' beliefs, perceptions, and attitudes when integrating ICTs in the classroom.

Notwithstanding the benefits entangled with the integration of ICT in the teaching and learning of History, History teachers are reported to be the most hesitant towards ICT integration, with the fear that technology might compromise the humanistic nature of History (Haydn & Ribben, 2017; Jasik et al., 2016; Walsh, 2017). Studies suggest that teachers' perceptions have to be taken into account for successful ICT integration in the History and social studies classrooms (Fung & Maat, 2021; Hong, 2016).

In Lesotho, there are studies (De Villars, 2013; Makuru, 2020) that were conducted on the teachers' perceptions of the integration of ICT in teaching and learning; however, they were conducted on science subjects. Hence, this current study is necessary to fill that gap, as the integration of ICT in the classroom is based on teachers' perceptions and attitudes (Hong, 2016).

1.3 Statement of the problem

The teaching and learning of History could be difficult due to its abstract nature. Consequently, students develop negative attitudes towards the subject (Boadu et al., 2014). However, the integration of information and communication technology in the teaching and learning of History helps to make learning concrete and thus makes History a living subject rather than the study of dead issues (Adesote & Fatoki, 2013). As a result, the History curriculum, ICT policy for Lesotho, the National Strategic Development Plan II (NSDP), Curriculum and Assessment Policy (CAP), and Lesotho Basic Education Curriculum Policy (LBECP), all advocate for the integration of ICT in the teaching and learning of History.

While the curriculum of History, CAP, LBECP, ICT policy for Lesotho, and NSDP which all advocate for ICT integration in History teaching and learning, in practice, teachers seem to make little or no use of it. In spite of these policies and curriculum mandates, in the context of Lesotho, teachers' perceptions towards ICT integration in the teaching and learning of History are unclear. Previous studies established that History teachers have both negative and positive perceptions towards ICT integration in teaching and learning (Hong, 2016; Banda et al., 2020; Saidu & Alabi, 2020). In addition to that, the previous studies suggest that, for the successful implementation of the integration of ICT, the teachers' perceptions should be taken into consideration because teachers are the gatekeepers of every activity that takes place in the classroom (Banda et al., 2020; Fung & Maat, 2021; Hong, 2016).

In the context of Lesotho, several studies were conducted on ICT integration in different areas, such as biology, science subjects, to mention a few. For instance, Lisene and Jita (2018) and Taolone (2023) express that Lesotho physical science teachers use ICTs for teaching, but their Technological Pedagogical Content Knowledge (TPACK) is low. They use technology for content search rather than facilitating it. Exposure to productive discourses such as learner engagement in classroom activities, economic growth and competitiveness, education and skill development, social inclusion and equity, innovation and entrepreneurship, government efficiency and service delivery, and environmental

sustainability motivates ICT integration (OECD, 2016; OECD, 2020; UNESCO, 2021; World Bank et al., 2021).

Moreover, Mphunyane' s (2021) study revealed that Lesotho teachers face challenges in integrating ICTs into technical subjects due to a lack of training and knowledge. They only know about overhead projectors and computers when it comes to ICT. Additionally, Kalanda and De Villiers' (2013) study showed progress in integrating ICT into high school science classrooms, but noted more work is needed to support effective e-learning.

Furthermore, Lisene's (2017) mixed-methods research examined teachers' practices using ICT resources and their knowledge. It found out that 77% used ICT for teaching, while 80% used it outside the classroom. However, teachers lacked the necessary skills for effective use of ICTs, leading to informational concerns. Then again, Makuru's (2020) study on Lesotho biology teachers discovered that while they acknowledged the importance of ICT in teaching biology, they were reluctant to adopt learner-centredness, ICT-aided instruction due to outdated techniques and a lack of competence, despite having adequate access to technology resources.

Besides, Turugare and Rudhubu's (2020) study on Lesotho universities' integration of technology revealed challenges such as insufficient finances, investment in new technology, and a lack of staff development. Another study by Olatokun and Ntemana (2015) on lecturers' ICT use at the National University of Lesotho revealed that they are competent in using various gadgets, but challenges persist due to limited access to technological tools. However, there seems to be limited literature on teachers' perceptions of ICT integration in the teaching and learning of History. Therefore, the current study aims to explore teachers' perceptions of the use of technology in the teaching and learning of History. Thus, there is a need for more nuanced and comprehensive research on History teachers' perceptions of the integration of ICT in the teaching and learning of History in the context of Lesotho.

1.4 Purpose of the study

The study sought to explore teachers' perceptions of the integration of ICT in the teaching and learning of History.

1.5 Objectives of the study

The primary objective of the study was to examine teachers' perceptions of integrating ICT into History teaching and learning. The objective was then broken down into the following sub-objectives:

1. To find out the factors that influence the teachers' perceptions on the integration of ICT in the teaching and learning of History.
2. To explore how teachers view the integration of ICT in the teaching and learning of History.
3. To examine why teachers perceive ICT the way they do in teaching and learning of History.

1.6 Research questions

The main research question of the study is: What perceptions do teachers hold regarding the integration of ICT in History teaching and learning? This research question was then broken down into the following sub-research questions:

1. What factors influence the teachers' perceptions on the integration of ICT in the teaching and learning of History?
2. How do teachers view the integration of ICT in the teaching and learning of History?
3. Why do teachers perceive ICT the way they do in the teaching and learning of History?

1.7 Significance of the study

Since teachers' perceptions of ICT integration in the teaching and learning of History seem to be an unexplored territory in the context of Lesotho, the study may make a substantial contribution by expanding on the body of knowledge already available on educators' perceptions regarding the use of ICT in teaching and learning of History. Additionally, the study may help the National Curriculum Development Centre (NCDC) and the Ministry of Education and Training re-evaluate how they formulate and carry out ICT policies in schools. That is to say, the NCDC and MOET may help schools revisit the regulations that prohibit learners from bringing their cell phones to school and not using them at all.

Teachers may also benefit from this study, as it may be an eye-opener to them on their attitude towards technology and the importance that ICT brings to the teaching and learning of History. It has been articulated that learners seem reluctant to study History because it is boring; among other reasons, this study may assist teachers in revisiting their teaching

pedagogy. Again, the study may benefit learners because the teaching of History may not be the same.

The study may benefit teachers by making them aware of their attitudes towards ICT, and that will automatically translate into an enhancement of learners' performance due to the change in approach of their teachers towards ICT. Additionally, teachers may benefit more than anyone else, as they will be forced to revise their teaching methods, thus changing learners' attitudes towards the subject. Lastly, as a novice researcher, I will benefit from this study as, after its completion, I will have grown academically. The study will also help me attain my postgraduate qualification since it is a requirement.

1.8 Scope of the study

The purpose of this study was to explore the teachers' perceptions of the integration of ICT in the teaching and learning of History. The scope of the study encompasses exploring History teachers' perceptions of the integration of ICT in the teaching and learning of History in the context of Lesotho. The rationale for exploring History teachers' perceptions stems from the fact that, while the curriculum of History, Curriculum and Assessment Policy (CAP), Lesotho Basic Education Curriculum Policy (LBECP), ICT policy for Lesotho, and National Strategic Development Plan II (NSDP), all advocate for ICT integration in History teaching and learning, in practice, teachers seem to make little or no use of it.

Literature shows that History teachers are hesitant to use ICT in their instruction because of the stigma that the humanistic nature of their subject would be threatened. Again, the study employed two theories as the lens for its exploration: the Technology Acceptance Model (TAM) and the Resources and Appropriation Theory (RAT). The TAM became the baseline for this study, while the RAT was used to complement the TAM.

The study adopted a qualitative research approach, whereby a multiple-case study design was used as the design for this study. The data for this study was generated through the use of interviews, particularly, semi-structured interviews, telephone interviews, and one-on-one interviews. Further, the study employed convenience and purposive sampling techniques. In addition to that, the study sampled a total of five History teachers from five different schools, comprising both experienced and less experienced educators. Additionally, the study took over six months in Maseru district, Lesotho.

The data generated was analysed thematically with the help of the ATLAS.ti software, which augmented the manual process of thematic analysis. The data was presented in the form of tables and diagrams.

1.9 Delimitations of the study

The current study established several delimitations to focus the study's scope and ensure its feasibility. The study was limited to the schools that are located in Maseru district in Lesotho that offer History, excluding the schools that are located in other districts of Lesotho. The study is restricted to the data generation period from May 2024 to June 2024, and it does not account for long-term effects or changes outside this timeframe.

The population of the study excluded the other teachers who are teaching, as only History teachers with more than one year of teaching experience participated in the study. The study was undertaken under the theoretical frameworks of TAM and RAT, excluding other theories of technology. It also relied on interviews as data generation methods. In addition to that, the study acknowledges the limitations of using only interviews as research tools, including bias.

Lastly, the data analysis concentrated specifically on the perceptions of teachers without extending to other outcomes such as their preparedness and their satisfaction with the use of technology. Using this focused approach helped to clarify the study's boundaries and set realistic expectations for its findings and contributions.

1.10 Limitations of the study

The study covers the perceptions of five teachers teaching History at five different schools in Maseru district, Lesotho. The findings cannot therefore be generalised to all teachers teaching History in the country and beyond. Moreover, the data generation stage was interrupted by the teachers' winter examinations. This interrupted the data generation process as the focus group discussions had to be supplemented by one-on-one interviews conducted via phone call. This reduced the anticipated data generation techniques whereby the semi-structured interviews conducted one-on-one were hoped to be triangulated by the use of focus group interviews. These methods were hoped to generate data from multiple participants to ensure a diverse range of perspectives, experiences, and opinions that are represented, providing a comprehensive understanding of the topic under investigation.

In addition to that, focus group discussion was hoped to get authenticity from multiple participants, as multiple participants corroborating similar viewpoints or experiences in a

focus group can validate the findings, increasing the reliability and credibility of the results (Lambert & Loiselle, 2007). Therefore, the focus group discussions were not done according to the original plan.

However, triangulation of data collection instruments using one-on-one interviews and phone interviews ensured the trustworthiness of the data informing this study, as it enabled member checking and a thick description of the data. Additionally, after analysing the data from the first and second research questions, there was a second round of data generation for the last research question. This round was informed by the responses of the participants to the first and second research questions.

1.11 Theoretical framework

There is a broad range of teachers' perspectives regarding the use of ICT in teaching and learning of History (Smith, 2019). Teachers' perceptions of teaching and learning History using information and communication technology refer to subjective understandings and beliefs held by educators regarding the integration of ICT tools and resources in Teaching and learning of History (Smith, 2019). Similarly, Jones and Brown (2020) define teachers' perceptions of teaching and learning History using ICT as encompassing the individual views and attitudes of educators towards the utilisation of digital technologies in historical instruction. As a result, to explore History teachers' perceptions, the study employed two theories, which are the technology acceptance model (TAM), and the Resources and Appropriation Theory (RAT).

To start with, the theory of the technology acceptance model is one of the theories that are adopted in the study. This theory was propounded by Davis in 1986–1989 (Monami et al., 2017). The technology acceptance model was derived from the theory of reasoned action that was developed by Fishbein and Adjzen in 1975 to predict human behaviour and attitudes. The theory of reasoned action focuses on perception and behaviour (Marikyan et al., 2023). This theory posits that individuals' attitudes and beliefs about socially expected actions influence their decisions (Liao et al., 2018). The theory of reasoned action theorises that a person chooses to perform a certain task if he or she has a positive attitude toward it and if the people in his or her circle approve of the particular action he or she intends to perform.

The technology acceptance model is a key tool for studying how people accept or reject technology (Al-Adwan et al., 2023). This model was chosen as the base line for this research because it has been widely used in similar studies for predicting the acceptance and adoption

of technologies. The model theorises that the individual's motivation to use technology emanates from three key factors: perceived usefulness, perceived ease of use, and attitude towards using the technology (Amadu et al., 2018; Emin & Sami, 2016; Marikyan et al., 2023; Zawacki-Richter & Jung, 2023).

This theory was found to be appropriate for this study, as the study sought to explore the teachers' perceptions on ICT integration in teaching and learning History. The theory guided the study to explore whether teachers see the integration of technology in teaching and not, if ICT integration could enhance the performance of learners, if ICT could make History an interesting subject or not, and if ICT could motivate learners to learn about History. This is in line with the assertion in the theory that individuals will accept and use technology if they believe that technological devices will strengthen their performance (Marikyan & Papagiannidis, 2023; Zawacki-Richter & Jung, 2023).

Next, TAM also helped to understand the teachers' views on the ICT resources at their disposal, whether they are user-friendly or not, and whether they believe they can make use of them. It is identified by the theory that individuals will make use of technology if they perceive it as easy to use without any effort (Ping & Liu, 2020). According to the hypothesis, perceived usefulness is directly impacted by perceived simplicity of use (Emin & Sami, 2016; Marikyan et al., 2023). That is to say, if teachers believe that the particular technological gadget will be easy to manipulate, that is when they will utilise it, and that is automatically translated into believing that it will enhance their performance and motivate learners while using it.

Moreover, the theory also helped the study to consider the attitude that teachers have towards the integration of ICT in the teaching and learning of History. As identified by Amadu et al. (2018), the attitude that the individual has towards technology determines whether he or she will reject or accept it. The implication is that if the attitude is positive, the expectation is to see teachers using ICT in their teaching, whereas if they possess a negative attitude, there is likelihood that they will never incorporate ICT in their teaching. Illustratively, the theory asserts that the attitude that individuals possess determines their acceptance or rejection of technology (van Deursen & van Dijk, 2019).

The second theory, Resources and Appropriation Theory (RAT), was also adopted for this study. The theory was developed in 2005 by Van Dijk to provide an explanation of how new technologies are distributed, accessed, and used and how this contributes to ongoing

inequalities in society. The theory explains that societies are characterised by societal differences in resource distribution that lead to differences in resource access, which in turn cause differences in internet access (Deursen et al., 2019). In exploring teachers' perceptions of integrating ICT in teaching and learning History, the theory informed me that it is ideal to consider the differences in resources in schools.

The theory informs the study that material access is classified into three inequalities: differences in device opportunities, differences in device diversity, and differences in maintenance costs (van Deursen & van Dijk, 2019). As a result, this helped the current study investigate teachers' perceptions, considering that their perceptions will be influenced by these three inequalities. Schools having device opportunities imply that there is access to ICT resources that teachers can manipulate, whereas lack or inadequate device opportunities imply there is a lack or no ICT resources. These device opportunities triggered the opinions of educators regarding the use of ICT in teaching and learning of History.

Furthermore, schools are associated with differences in the distribution of resources. Some have device diversity, while others have only one computer or none. As a result, teachers' perceptions of how to integrate ICT in the teaching and learning of History were also influenced by this device diversity. Most importantly, some schools have the potential to maintain their devices, while others cannot. Consequently, teachers' motivation and their perceptions may emanate from this issue.

The theory views technology acceptance as a sequential process, taken from one step to another. To be specific, it asserts that the first step in accepting technology is to have a positive attitude towards it. Additionally, Davis (2017) stipulates that attitude is a key to owning technology. As a result, this theory was helpful to understand the attitude and perceptions of teachers towards the integration of technology in the teaching and learning of History, as it stipulates that a negative attitude decreases the chances of individual ownership of technological gadgets (van Deursen & van Dijk, 2019).

Additionally, Deursen et al. (2019) affirm that negative attitudes may develop as a result of undiscovered barriers to the use of technology. Again, the authors go further to postulate that a positive attitude may be the result of potential benefits that are seen to be entangled with the use of technology. That positive attitude towards the internet will then advance into the actual ownership of having material and physical access to technology (van Deursen & van Dijk,

2019). It appears that the attitude that History teachers possess is critical, and contextual factors have to be taken into consideration.

Then, the theory asserts that young people have more and earlier access to all types of devices that are used to connect to the internet. It further argues that youngsters are exposed to more new technologies than others, and this gives them an advantage in experimenting with new inventions and innovations (Ling, 2012). Again, Vroman et al. (2015) assert that older people are less likely to use technology, despite its benefits. For that reason, the theory was helpful in understanding how teachers' age influences their perceptions of integrating ICT into teaching History.

Physical access is dependent on a number of factors, such as work and education (Gonzales, 2016). According to Clayton and Macdonald (2013), individuals with higher levels of education and employment tend to exhibit greater digital engagement and derive greater advantages from technology in their daily lives. Thus, the theory informed the study to consider the education level of teachers.

Further research suggests that gender, age, and ethnicity are key factors influencing access to the internet (Scheerder et al., 2017). In countries with high internet penetration, gender continues to be a significant determinant of internet usage patterns (Helsper & Reisdorf, 2017). Stereotypes regarding gender suggest that women may be perceived as less proficient with technology (Dholakia & Chiang, 2003).

Additionally, there is an argument that women face obstacles not only due to perceived deficiencies in technological skills and higher levels of technophobia but also because current technologies may not adequately cater to their needs (Hilbert, 2011). Studies indicate that while both genders utilise the internet and mobile devices, substantial differences exist in the specific types of devices they prefer (Odaci & Kalkan, 2010). Hence, it became significant for this study to take into account the issue of gender when examining teachers' perceptions of ICT integration in the teaching and learning of History.

The theory informs the study to consider the social support teachers have in schools, either in the form of the school administration or support from other teachers. Social resources play a crucial role in material access. Van Deursen and van Dijk (2019) argue that social support represents a form of social capital, which encompasses the collective network of relationships individuals possess. This social capital, characterised by its resilience and longevity, serves as

a structural asset embedded within one's social network. RAT theorises that the amount of support positively impacts device availability, variety of devices, diversity in peripherals, and device maintenance (Helsper & Van Deursen, 2017).

In the same way, the theory was suitable for exploring History educators' opinions on integrating ICT into instruction, considering teachers' skills. This is in line with the assertion that material access causes differences in skills, uses, and outcomes (van Deursen & van Dijk, 2019). Then again, these authors go further to postulate that, after acquiring a positive attitude towards technology and material access, either in the form of physical or positional access, it is necessary for one to have the necessary skills, which will then result in internet usage. Most importantly, access to the internet affects internet outcomes (Helsper, 2012; van Dijk, 2005).

The two theories widened this study by helping to understand the perceptions of educators about the incorporation of ICT in teaching History. That is because the technology acceptance model provides a baseline for exploring teachers' perceptions of ICT integration in the teaching and learning of History, taking into account the perceived usefulness of technology, perceived ease of use, and attitude of teachers towards technology. As a result, the resources and appropriation theory informed the study in exploring teachers' perceptions considering issues concerning accessibility towards ICT tools, various ICT tools found in schools, whether schools are able to maintain available ICT tools, motivation of teachers, skills of teachers, gender, age, and the education level of teachers.

In emphasis, Creswell (2018) states that two or more theories in a study contribute to a thorough understanding of the inquiry under review. In the same way, Levine and Markowitz (2024) agree that using numerous theories broadens the investigation into the phenomenon being studied, facilitates the recognition of multiple realities, and aids in verifying and authenticating the study's findings. Complementary to that, they acknowledge that employing more than one theory in the study reduces the biases associated with a one-sided approach.

1.12 Definition of terms

The following are key terms in this study: ICT; perceptions; teachers; ICT integration; History instruction; classroom practices; teaching and learning; History; and ICT tools and gadgets.

Technology such as computers, laptops, software, mobile devices, online tools, and e-platforms are all considered being under the umbrella of **information and communication technology** (ICT) (Lisene & Jita, 2018).

Perceptions are defined as individuals' interpretations of their surroundings (Smith, 2019). According to Jones and Brown (2020: 25), **perceptions** are "the process of attaining awareness or understanding of sensory information." Similarly, Elder (2011) defines **perceptions** as all the cognitive processes that people use to evaluate sensory data and create mental models of their environment.

According to Sims et al. (2021), a **teacher** is defined as someone who facilitates the acquisition of knowledge and fostering skill development. Further, Chasani and Takengon (2022) describe a **teacher** as someone who is in charge of providing pupils with instruction in a variety of disciplines as well as opportunities for personal development.

According to Wakill et al. (2023), **ICT integration** is defined as the incorporation of information and communication technologies into various aspects of teaching and learning to enhance educational outcomes. Once more, **ICT integration** is defined by Ghavifekr et al. (2014) as the adoption of technological resources and tools into the teaching and learning to support teaching and learning.

History instruction can be defined as "the pedagogical processes of teaching and learning about past events, civilizations, and societal developments aimed at fostering historical understanding and critical thinking skills" (Lee & Kim, 2021: 28). Again, Smith (2019) defines **History instruction** as the systematic teaching and learning of past events, societies, and cultures, with an emphasis on developing students' historical thinking skills and understanding of continuity and change over time.

According to Lunenburg and Irby (2011), **classroom practices** refer to the instructional strategies, methods, and techniques employed by teachers to facilitate learning within the classroom environment.

Munna and Kalam (2021) describe **teaching and learning** as the reciprocal process in which teachers facilitate the acquisition of knowledge, skills, and attitudes by learners through various instructional methods, while learners actively engage in constructing meaning and understanding. In addition to that, Sequeira (2012) defines **teaching and learning** as "the dynamic interaction between educators and learners, wherein knowledge, skills, and attitudes

are transmitted, constructed, and internalized within educational settings through structural activities and experiences."

Carr (1961) explains **History** as the study of past events, societies, and cultures, utilizing various sources and methods to reconstruct and interpret the human experience over time. In the same way, Ketsi (2018) defines **History** as the systematic examination and analysis of past events, movements, and developments within societies and civilisations aimed at understanding the causes and consequences of human actions and interactions over time.

ICT tools or gadgets can be defined as digital devices, software applications, and online resources that are utilised for information processing, communication, and collaboration purposes in various educational contexts (Nguyen et al., 2023). According to Ghavifekr and Rosdy (2015), **ICT tools or gadgets** encompass a wide range of digital technologies such as computers, tablets, software applications, and online platforms, which are employed to support teaching, learning, and other various tasks in educational and professional settings.

1.13 Structure of the study

The study is made up of five chapters, each serving a distinctive purpose. What follows is the outline of each chapter's content.

1.13.1 Chapter One: Background and Study Overview

This introductory chapter introduces the research problem. It outlines the background to the study, the problem statement, the research objectives, the research questions, and the significance of the study, the scope, delimitations, limitations, and theoretical frameworks. The chapter also introduces the preceding chapter.

1.13.2 Chapter Two: Literature Review

This chapter reviews the existing literature based on factors that influence teachers' perceptions of ICT integration in teaching and learning History, the significance of ICT in History teaching and learning, and the views of teachers on ICT integration in teaching and learning History, which entail both positive and negative perceptions. Further, the literature reviews barriers to ICT integration in the teaching and learning of History and the empirical literature and gap appraisal that the study intends to address.

1.13.3 Chapter Three: Research Methodology

Chapter 3 discusses the research methodology employed to carry out this research. It comprises the research paradigm, research approach, research design, population and

sampling, procedures for data generation, data instruments, data analysis, trustworthiness, and ethical considerations.

1.13.4 Chapter Four: Data Presentation and Analysis

Chapter 4 presents and interprets data generated through interviews with History teachers. The data presentation and interpretation were guided by the research questions. The data was presented in the form of tables and diagrams.

1.13.5 Chapter Five: Summary of Findings, Discussions, Conclusions, Implications, and Recommendations

Chapter 5 summarises the findings and discusses them. The results are discussed, showing their validation and disapproval with Technology Acceptance Model, Resources and Appropriations Theory and existing literature. Moreover, based on the findings, conclusions and implications were drawn based on the research findings. Lastly, the recommendations were made based on the research findings.

1.14 Summary of the chapter

The current study explored the perceptions of History teachers about the integration of ICT in the teaching and learning of History in the context of Lesotho. The introduction provided a historical overview of the evolution of technology integration in the teaching and learning of History in Lesotho and globally, highlighting the significance of considering the perceptions of teachers when integrating ICT into teaching and learning of History and constraints including a lack of ICT resources, a lack of technical support, and a lack of professional development. It also provides insights from the previous research on teachers' perceptions of the integration of ICT in the teaching and learning of History.

The statement of the problem finds a gap in understanding the perceptions of teachers in the teaching and learning of History, regardless of how speculative the curriculum of History, the ICT Policy for Lesotho, the Lesotho Basic Education Curriculum Policy, Curriculum and Assessment Policy, and the National Strategic Development Plan II. It highlights the importance of examining these views to inform the successful implementation of ICT integration in the teaching and learning of History. The study aimed to explore the perceptions of teachers on the integration of ICT in the teaching and learning of History, with the specific objectives of identifying influencing factors, exploring perceptions on incorporation, and understanding the reasons behind perceptions.

To address the main research questions, sub-research questions were formulated that were purported to reveal factors influencing perceptions, teachers' views on integration, and the reasons behind their perceptions. The significance of the study lies in its potential contributions to educational policy and practice, as well as its implications for teachers and learners in Lesotho. It also outlines key terms and defines the scope and limitations of the study, including the selection of participants, duration, theoretical frameworks, and data generation methods.

In summary, the study aimed to close the gap in understanding teachers' perceptions of ICT integration in History teaching in Lesotho, with implications for policy, practice, and teacher development. Basically, this chapter provided the overview of the research problem, problem statement, objectives and research questions and significance of the study. The upcoming chapter will delve deeper into related literature on perceptions of History teachers on ICT integration in the teaching and learning of History.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

This chapter presents the related literature on teachers' perceptions of the integration of ICT in the teaching and learning of History. The literature is reviewed based on the following themes: factors influencing teachers' integration of ICT in teaching and learning, the significance of ICT in teaching and learning History, barriers to the integration of ICT in the teaching and learning of History, and perceptions of teachers on the integration of ICT in teaching and learning History. Further, there is a review of empirical studies and an evaluation of those studies on how the current research aims to fill the gap that is identified in the literature discussed.

2.2 Factors that influence ICT integration in the teaching and learning

In educational research and practice, there is a growing concern for the integration of ICT into teaching and learning. Countless factors influence the successful integration of ICT in educational settings, ranging from the availability and accessibility of ICT resources to the skills of teachers, attitudes, and leadership support. A detailed literature review reveals the complex nature of ICT integration and provides insights on the complex interplay of factors shaping its implementation.

2.2.1 Accessibility and availability of ICT resources

According Sengai and Mokhele (2022), there has to be wide range of instructional resources for History teachers to use in the delivering content to enable illustrations especially at this time of curriculum reforms. Resultantly, ensuring accessibility to various ICT resources in schools for teachers to use is the initial step in the integration process. For teaching and learning to be effective, ICT resources, including hardware and software, must be easily accessible and available (Gikundi, 2016). Again, ICT infrastructure and resources must be made available to schools in order for ICT to be integrated into instruction (Plomp et al., 2009). In order to improve teaching and learning, Tondeur et al. (2008) argue that having the appropriate tools and programs is just as important as having access to hardware and software. Indeed, accessibility and availability of ICT resources are supposed to be the first priorities to consider when attempting integrating technology into instructional practices.

Equally important, Rana and Rana (2020) report that instructors' use of digital technology appeared to be hampered by a lack of devices for a significant number of students and patchy

or intermittent internet (Wi-Fi). In a similar vein, Yildrim (2007) argues in their research that having access to ICT resources is crucial for implementing ICT in the classroom successfully. It is evident that a lack of ICT resources renders discussions on ICT integration futile.

Further, Gil-Flores et al. (2017) carried out research that examined how teacher traits and school ICT infrastructure relate to the explanation of ICT use in the classroom. The study found that self-efficacy, teaching concepts, collaboration, ICT training, and the availability of educational software influence classroom ICT use. Then again, Albirini (2006) argues that teachers' opportunity to access computers either at school or at home is significant. It appears that the availability of ICT resources is very significant as far as ICT integration in the classroom is concerned.

Moreover, Ghavifekr and Rosdy (2015), agrees that in order to productively incorporate ICT into the teaching space, the access and presence of ICT gadgets in the form of hardware, software, and others are at the forefront. As a result, limited access to ICT facilities is an impediment to the use of ICT in instruction (Siddiquah & Salim, 2017). Arguably, it is impossible for ICT integration in schools to see light without the essential facilities.

Then again, Pelgrum (2001) identifies a lack of access to ICT infrastructure as a primary obstacle to ICT integration. In agreement with these findings, Mirzajani et al.'s (2016) study examines what affected teachers' adoption of ICT in the classroom and reports that teachers struggled to access computers. In the same way, Kihoza et al. (2016) affirm that limited infrastructure, inflexibility, and insufficient knowledge about using ICTs for pedagogy are found to be the obstacles to integrating ICT in teaching and learning. It would seem that the barriers to ICT integration in education are constant, and these insights are important for educational stakeholders hoping to enhance ICT integration with the use of technology, teachers, and policymakers.

It is argued that harnessing the full potential of ICT resources is something else, as resources may be there, but how they are being manipulated may be a problem. A study by Goh and Kale (2016) indicated that while both urban and rural teachers effectively integrate technology into their classrooms, teachers in remote areas tend to utilise these resources less frequently. In agreement with that, Kormos (2018) acknowledges that suburban educators value and utilise web-based learning resources more frequently. Contrary to that, Wood and Howley (2012) state that teachers in advantaged schools use more sophisticated technology. As far as one can see, access to technological resources is very important, as there is a link

between them and the successful integration of ICT in teaching and learning, and there have to be specific strategies to provide access to different educational backgrounds.

2.2.2 Computer self-efficacy

Self-efficacy is the conviction that one can carry out a certain task on one's own (Bandura, 1977). In this context, self-efficacy is the confidence and belief that teachers have to manipulate ICT with the perceived likelihood that it will bring improvement in their educational practices (Peralta & Costa, 2007). Through previous research, it was identified that the self-efficacy that teachers possess determines their use of ICT in their instructional practices (Gbemu et al., 2020; Player-Koro, 2012). Again, Compeau and Higgins (1995) applaud a favourable relationship between the widespread acceptance and integration of computers and high levels of self-efficacy. Complementary to that, Liaw et al. (2007) share the same sentiment that computer self-efficacy determines the rate and the way ICTs are employed in regular teaching activities. Indeed, the ICT integration starts with teachers' own personal capabilities to manipulate it because they cannot go as far as using it in the classroom in front of students, delivering to them as a knowledgeable other while he or she is incompetent.

In addition to that, this was affirmed by the research that was conducted with Hong Kong instructors, which demonstrated that ICT integration is linked to computer use and perceived teachers' self-efficacy (Yuen & Ma, 2008). Another study that was conducted by Peralta and Costa (2007) in Italy affirmed that teachers' technical competence with technology influences their confidence to apply ICT during instruction. The organisational support that teachers receive from their institutions also plays a pivotal role in their computer self-efficacy. Actually, it can be seen that computer self-efficacy plays a pivotal role when it comes to integrating information and communication technology in the classroom.

Further, Mirzajani et al. (2016), in their study on teachers' acceptance and integration of ICT in the classroom, discovered a relationship between instructors' confidence and ICT integration. The study's conclusion was that teachers with high levels of confidence in themselves would have a good attitude toward ICT and would be strongly encouraged to use it for teaching. Conversely, Tarhini et al. (2014) argue that there is no influence between gender and self-efficacy, irrespective of Li et al. (2023) results that demonstrated that there is a correlation between self-efficacy and the use of ICT. So, it would seem that there is a significant relationship between the confidence of teachers, attitudes, self-efficacy, and

practical use of ICT in the teaching and learning of History. As a result, a comprehensive understanding of these factors is important in designing successful approaches that empower teachers with technology to improve teaching and learning outcomes.

The teachers' conviction in their capabilities shapes their perceptions of ICT integration in subjects like History. According to Ertmer and Ottenbreit-Leftwich (2013), teachers with high self-efficacy in ICT have the ability to view ICT as a tool that can improve active participation, help them conduct research, and access different historical materials. It seems that this calibre of teachers has the potential to use and try to harness different technologies, perceiving them as transformative teaching materials instead of a burden that will drain their minds, hence enhancing students' understanding of History.

According to Bandura (1997), teachers' self-efficacy has an impact on their willingness to withstand challenges related to ICT integration. Teachers with low self-efficacy may perceive technology as daunting or may doubt their ability to manage ICT effectively in historical teaching contexts. Again, Makhlouf and Bensaf (2021) state that there is a correlation between the confidences of teachers to use ICT well and the attitudes they have towards the incorporation of technology. It appears that teachers need to be equipped with technological skills as far as ICT integration is concerned to shape their attitudes.

Further, the study conducted by Clipa et al. (2023) discovered that teachers' self-efficacy has an impact on their attitudes and their teaching using technology. Higher self-efficacy of teachers enables them to put more effort into trying new technologies and applying them in the teaching and learning of History, enhancing student engagement and innovation. On the same token, Hew and Brush (2007) argue that teachers with high self-efficacy are in a position to overcome problems such as a lack of training and professional development. Apparently, the computer self-efficacy teachers possess could help them maneuverer through the use of technology in the teaching and learning of History.

2.2.3 Professional development

Teachers' professional development is the continuous upgrading of teachers' skills and knowledge. When it comes to ICT integration, the professional development of teachers plays a pivotal role in effectively including ICTs in educational processes (Faduke, 2012). Furthermore, it is argued that, regardless of whether teachers are experienced or novices, training on the use of ICT tools is needed to enhance teachers' competences in ICT use, shape teachers' attitudes towards ICTs, and enlighten them on the advantages associated with

the use of ICTs (Keengwe & Onchwari, 2008; Plair, 2008; Wozney et al., 2006). By all accounts, teachers need to update their skills and knowledge time and again because new technologies emerge every day, and they need to keep themselves updated with these new technologies.

Additionally, Mueller et al. (2008) is of the view that professional development plays an integral part as far as ICT use is concerned to enable its successful use in education. Again, Sandholtz and Reilly (2004) concur that training programs on ICT pedagogical training are essential to teachers because they help them employ ICTs in their classroom practices. Likewise, quality professional training programs are of great significance as they empower teachers to use ICTs and transform their instructional practices for the better (Brinkerhoff, 2006; Diehl, 2005).

Then again, Dube et al. (2018), in their study that looked at how teachers felt about applying ICT in instructional practices, established that some of them gave themselves outstanding ratings for computer literacy. As far as one can tell, there is a critical role for ongoing professional development and training in preparing History teachers to effectively integrate ICT into education. There also seems to be an importance of self-assessment and confidence among History educators in their ability to use technology for educational purposes.

Not to mention that if there are high-quality training programs, the time frame for preparation is long enough, the training uses relevant ICT gadgets, teachers are working collaboratively with others, there is a clear vision for enhancing teachers' performance, and there is a high possibility that teachers will adopt and integrate ICTs into their classroom practices (Lawless & Pellegrino, 2007). In addition to that, teacher professional development should be guided by experts on ICT, as that will give teachers confidence and favourable attitudes towards technology (Amy & Germuth, 2018; Plair, 2008). This professional development should be in line with the syllabus of the subject matter. As a result, learners' performance would be enhanced due to this professional training (Lawless & Pallegrino, 2007). With the substantial evidence provided, it can be concluded that professional development is really needed in educational initiatives to uplift teachers and help them stay in line with current trends.

2.2.4 ICT competence

According to Buabeng-Andoh (2012), competence in ICT is the ability to use various ICT gadgets for a variety of objectives. The research done by Hanifah et al. (2023) revealed that technological skills competence predicts the extent to which teachers will use technology or

not. The study also found out that the teachers who possessed a negative or intermediate attitude did so because they did not have the skills and knowledge required to use ICT. Notably, computer literacy is the first aspect that influences the teacher to use computers.

As noted by Japhet and Usman (2018), technological skills and attitudes predict ICT usage and how people will behave with technology in the future. In the study conducted by Sipila (2014) on the degree of ICT competency of instructors, how they view ICT integration, and other elements that may impede them from using ICT in schools, it was discovered that teachers who have competence in ICT use it more often in their classroom practices to enhance their teaching.

In the same way, the study by Aslan and Zhu (2016) was in line with the findings of Sipila (2014) that the use of technology in teaching practices by instructors is influenced by their ICT proficiency and confidence. Intuitively, teachers' integration of ICT is influenced by their proficiency in ICT and attitudes toward the teaching and learning of History. Apparently, it is crucial to take these factors into account when crafting successful methodologies to enhance and support ICT integration in teaching and learning of History.

In addition to that, Pelgrum (2001) affirms that the success of ICT integration rests upon teachers' competency levels. Contrary to that, Mei Wei et al. (2013) argue that there is little correlation between ICT competency and creative ICT use. Further, Drent and Meelissen (2008) reason that innovative teachers build their competencies in accordance with the ICT-based learning objectives they wish to accomplish. Most importantly, because ICT integration is associated with challenges, teachers are advised to be competent to integrate it in schools (Ghavifekr et al., 2014).

Again, van Deursen and van Dijk (2014) report another interesting discovery that there is a significant gender difference in ICT competence. Seemingly, to address challenges that are hypothesised in terms of gender dynamics, teachers need to be empowered with ICT skills to help them contribute immensely towards the creativity that technology exposes learners to. Evidently, this informs policy and practice to enhance ICT integration in teaching and learning of History.

Additionally, Berner (2003) conducted a study that investigated the relationship between computer use in the classroom and seven separate characteristics, including computer skills. The study's conclusions demonstrated that the level of computer proficiency influenced

instructors' usage of computers in the classroom. To clarify, teachers' abilities and knowledge are critical to the success of educational innovations, and a lack of understanding might be a barrier to such innovations (Pelgrum, 2001). Tentatively, there is a significant relationship between History teachers' skills in using ICT and their ability to successfully apply it in their teaching of History. Seemingly, there have to be investments in training teachers and supporting them to solve the challenges they face and harness the potential benefits of ICT in the teaching and learning of History.

2.2.5 Leadership support

Leadership support is significant in the adoption of technology-based instructional practices. Additionally, administrative support is important in assisting educators in incorporating ICT into the classroom (Boulton, 2017; Japhet & Usman, 2018; Shin, 2015). According to Buabeng-Andoh, (2019), leadership support plays an integral part by ensuring that computers, networks, and the internet are available, by training educators, by offering curriculum centred on ICT, and by providing technical assistance to ensure the seamless and successful integration of ICT. Most likely, leadership support in schools is the key to everything that has to be done in schools, and if they are hesitant towards ICT integration, ICT integration would not be successful, no matter how much education preaches transformation.

It will become common for educators to incorporate technology into their instructional practices if their leaders have a shared vision and carry out technology initiatives (Yee, 2000). It does not end there since there have to be well-designed technological plans for effective use of ICT by teachers (Becta, 2004a). That is all possible through transformational leadership (Afshari et al., 2009).

As a result, in an encouraging atmosphere, teachers are encouraged to implement innovative ideas (Anderson & Dexter, 2005). It is evident that the stigma of management towards technology integration shapes teachers' perceptions, as management is the one who is entitled to enforce any favourable policies towards technology integration in schools. That is to say, the absence of leadership support would make ICT integration in education meaningless (Schiller, 2003). It seems that the authors above share a similar vision that, through good leadership, the complexities associated with ICT integration in education could be addressed.

As asserted by Johnson and Smith (2016), ICT integration in education requires supportive leadership. In line with their assertion, Uluyol and Sahin (2016) are of the same sentiment

that leadership support in schools has received little attention towards ICT integration in schools. Due to this, they suggest that school leadership commit themselves to supporting teachers towards the integration of ICT in educational settings as far as the value of ICT integration is to be taken into account. As far as one can see, school principals have a critical role to play in schools, which is associated with laying ground rules for ICT integration in teaching and learning. Allegedly, their support goes as far as helping teachers overcome problems associated with ICT integration as well as empowering teachers to manipulate the benefits entangled with ICT integration for the benefit of students.

Moreover, Buabeng-Andoh (2019) conducted a study that purported to examine factors that influence teachers' pedagogical use of ICT in secondary schools. The study established that for teachers to successfully integrate ICT, leadership support is crucial. The findings of the study correlate with studies by Boulton (2017), Japhet and Usman (2018), and Baharuldin et al. (2020) which revealed that teachers need leadership support to equip them with the necessary skills to adequately use ICT in their lessons. Supposedly, teachers' pedagogical use of ICT in the classroom is also influenced by the leadership qualities that are found in schools. Thus, by being aware of this and addressing this need, schools can successfully manipulate the benefits of ICT in the teaching and learning of History for the benefit of students' learning outcomes.

As highlighted by Voogt and Knezek (2017), excellent leadership in educational institutions is associated with designing strategies and promoting an atmosphere that allows for innovation and allows teachers to experiment with their capabilities without fear. Similarly, Ertmer et al. (2012a) highlight the importance of leadership beyond administrative duties, noting that principals who support ICT integration provide access to technological tools, facilitate collaborative learning opportunities, and encourage teachers to experiment with new instructional methods enhanced by technology. It appears that the views shared by the two authors are based on the significant role played by the leadership in schools in moulding a conducive environment that allows teachers to innovate and enhance their ICT skills.

Moreover, a visionary leader motivates teachers to experiment with new technologies as revolutionary in education (Qureshi, 2013). In addition to that, their argument is that visionary leadership will assist teachers with ongoing professional development and help them grow. This is similar to the claim made by Chang and Hsu (2018) that leadership support in schools strengthens teachers' proficiency in ICT through ongoing professional

development, developing a culture of innovation, and allocating resources that are needed by teachers. Seemingly, principals who are revolutionary and not resistant to change can create a culture of innovation in schools. Teachers would always want to be at the top and compete with things that benefit the learning outcomes of students.

Further, Dibaba and Babu (2017) claim that successful ICT integration depends on both the accessibility of ICT resources and leadership support. The argument is based on the fact that leadership in schools is resistant to change; it demotivates teachers as it is the one that provides easy access to enough resources, thus enhancing the teaching of History. Yet again, Tondeur et al. (2016) approve that leadership creates a positive atmosphere in schools by securing the funds, organising professional development tailored for each subject, and designing policies that favour ICT integration.

In addition to that, Ghavifekr and Rosdy (2015) declare that in the absence of leadership support, teachers may face hurdles in accessing relevant ICT materials; therefore, relevant training is needed for successful integration of ICT in History teaching. According to Sengai and Mokhele (2022), the school leaders should play an active role in ICT integration. It can be seen that both authors agree on the importance of effective leadership in schools. With that, I share the same sentiments as the ideas of the authors, because without effective leadership, teachers would not innovate.

The suggestion made by McAleavy et al. (2018) is that there has to be strong support for teachers to create a culture that is prone to innovation so as to give them the strength to adopt new technologies. As a result, Gavifekr and Rosdy (2015) argue that if leadership is not supportive of teachers; teachers may feel like ICT is optional in the teaching and learning of History and view ICT as a burden as opposed to a revolutionary. As far as one can see, these authors emphasise the pivotal role that is played by supportive leadership in developing school culture and shaping teachers perceptions and attitudes towards ICT integration in the teaching and learning of History.

2.2.6 Teachers' attitude and beliefs towards ICT use

The phrase attitude refers to all of a man's emotions and propensities, as well as prejudice, bias, anxieties, preconceptions, ideas, and convictions on a particular subject. The way someone feels about something or a proposition influences how they will react to it. Attitudes influence perceptions. Attitudes can either be positive or negative, and they have an impact on people's perceptions (Kaur, 2019).

The beliefs and attitudes of teachers are significant for the effective integration of technology in the classroom. Educators who see technology as a tool to enhance performance and support learners learning are more likely to integrate it into their instruction (Ertmer et al., 2012b; Ikwuka et al., 2020; Zawacki-Richter & Jung, 2023). This was supported by Drent and Meelissen (2008) in their research on factors that influence or limit the innovative use of ICT by teacher educators in the Netherlands, where they discovered that attitude plays an integral part in ICT integration in the classroom. Possibly, the teachers' attitudes play an integral part in moulding their beliefs towards ICT integration in education. Inevitably, there is a need for educational gatekeepers to cultivate a positive attitude amongst teachers so that they can harness the potential benefits of ICT in the teaching and learning of History.

In addition to that, the research done by Muia (2021) and Yilmaz and Bayraktar (2014) revealed that there is a significant influence of teachers' attitudes towards ICT integration, as that determines the effort that teachers will invest to persevere when they meet challenges regarding ICT integration. The study conducted by Maharaj-shama et al. (2017) that was based on teachers' attitudes toward the adoption of ICT discovered that masses of teachers possessed a positive attitude towards the ICT gadgets and devices in their teaching process. It is without a doubt that teachers' attitude is a prerequisite as far as technology integration in the teaching and learning of History is concerned.

Additionally, González-Sanmamed (2017) confirms that the attitude of teachers towards ICT and their perceptions towards it are key to manifesting any ICT integration in their teaching and assessment activities in the classroom. Similarly, Nguyen and Smith (2019) share the same sentiment that teachers' attitudes determine whether they will use it or not. Possibly, if the teacher has a positive attitude towards the use of ICT in the classroom, they will definitely use ICT in their teaching; whereas if the attitude is negative, there is no way that teacher will use technology in their teaching and learning.

The research that was done by Makhlouf and Bensaf (2021) on teachers' attitudes toward technology use discovered that despite the fact that teachers believe ICT enhances student engagement in the classroom, they still lack the skills to implement it in the classroom. The same results align with the findings of Howley et al. (2011) that barriers exist in ICT integration between teachers found in smaller communities.

So, it would appear that the actual integration of ICT in the classroom is dependent on many factors, such as skills, a supportive environment with technical support, access to ICT

resources, professional development, leadership support, and teamwork, that go beyond having a positive belief that ICT would enhance learning outcomes. Probably, by providing all these factors, ICT integration would be a success in the teaching and learning of History.

2.2.7 Technical support

The computers are likely to malfunction and cause some disruptions during teaching and learning, and that requires technical support. According to Buabeng-Andoh (2012), the absence of someone who is a standby to help teachers during their integration of ICT in case their gadgets give them problems discourages them from using computers for fear that they might malfunction. In addition to that, Becta (2004b) agrees that the absence of standby technicians implies that, if the ICT tools break down, there will be no one to help teachers with them, hence affecting their manipulation of the ICT tools in teaching. As a result, it appears that the effective use of ICT in teaching and learning of History is also determined by the technical assistance that is provided by their exposure. Arguably, there is a need for available technicians in schools to assist teachers in effectively integrating ICT into their teaching.

Moreover, the research that was conducted by Mirzajani et al. (2016) established that there was a positive attitude toward the use of ICT, but with the available resources and technical support, there was a lack of support for the school administrators, which discouraged them from utilising ICT resources. Then again, Agbo (2015) highlights similar results that teachers need reliable support to effectively use technology. Agbo further asserts that excellent technical support ensures that there are reliable ICT resources, suggests devices to be purchased by the school, enhances system maintenance, and implements rapid response protocols for breakdowns. Indeed, there is a significant role played by strong technical support in schools to effectively harness ICT integration. Demonstratively, there is a need for nuanced, reliable technical support and ICT infrastructure to enable teachers to embrace technology to its maximum potential in the teaching and learning of History.

The argument made by Tong and Triniada (2005) stresses that effective technical support encourages teachers to integrate ICT into their teaching and learning, while a lack of it discourages them. The same sentiment was shared by Ghavifekr and Rosdy (2015), who said technical support emerges as a significant barrier to the integration of ICT in teaching and learning. In the context of Lesotho, the study is ideal to find out if schools with ICT resources

see a need for technical assistance. It could be seen that, without it, teachers' integration of ICT in the classroom is still questionable.

2.2.8 ICT User-friendliness

On the issue of how user-friendly ICT is, teachers' views differ significantly, as they show both eagerness and hesitation towards ICT integration in the teaching and learning of History. The qualitative study carried out by Ertmer (2005) that examined the teachers' beliefs on the use of technology discovered that, while some teachers perceive ICT as useful and easy to use, others view it as intricate and challenging to use in their instructional practices. In the same way, Angeli and Valanides (2009), in their study that was aimed at discussing the challenges that teachers face when integrating ICT into teaching, discovered that despite teachers acknowledging the potential benefits of ICT, many of them struggle with it due to a lack of technical support and insufficient training, which hinders them from harnessing the benefits of ICT in classroom practices.

Contrary to that, Prensky (2005) contends that young teachers tend to see more benefits of ICT in their teaching because of their exposure to it in their early years, as they are regarded as digital natives. Again, Murphy and Greenwood (1996) insist that teachers acknowledge the significance of ICT because it improves students' active participation and enhances learning outcomes, which in turn influence their perceptions of ICT user friendliness. Their study explored teachers' attitudes towards computer use in the classroom. It is evident that teachers' views on whether ICT is user-friendly are a controversial issue; it depends on one's orientation and exposure to ICT facilities.

In the study that was conducted by Hsu and Huang (2014), they accentuated the role of ICT in inspiring students and enhancing their performance through educational games and multimedia resources, thereby shaping teachers' positive views on ICT friendliness. Contrariwise, Cuban (2001b) suggests that irrespective of improvements in technology, the actual use of ICT in educational institutions is a challenge. Probably, the inconsistency between perceived usefulness and actual implementation of ICT influences how teachers evaluate the general perceived usefulness of ICT in teaching and learning. These scholars demonstrate very critical diverging views, all of which play a significant role in understanding the incorporation of ICT in the teaching and learning of History.

It can be seen that, while educators acknowledge the transformative potential of ICT in education, their perceptions of its friendliness are shaped by various factors, including

technological proficiency, training opportunities, and the alignment of ICT tools with pedagogical goals. Addressing these factors through targeted professional development and supportive infrastructure is crucial for enhancing teachers' comfort and effectiveness in utilising ICT to enrich learning experiences.

2.2.9 Teacher workload

The workload of teachers influences their acceptance or rejection of technology in the classrooms. This was proven by the study that was conducted by Samarawickrema and Stacey (2007), which showed that increased workload as well as teaching with technology were claimed to pose a threat to teachers when they had to use ICT in their classroom practices. Again, Neyland (2011) concurs that ICT integration is a problematic issue while teachers are crippled by the overloaded curriculum. In my opinion, that is not a valid reason to abandon the use of ICT in the classroom. In fact, the use of technology in instructional practices can ease that workload if it is effectively implemented.

Complementary to that, Abuhmaih's (2011) study was consistent with the results of the two studies mentioned above in that teachers are already bombarded with a lot of work, and integrating ICT into their teaching is adding another pressure to them. Again, in my view, the burden of integrating ICT is caused by an inadequate understanding of its application in the classroom because claiming that teachers are already overloaded implies that ICT integration is something else, whereas it is actually the same as employing common approaches. What differs is the use of technological devices.

2.2.10 Level of education of teachers

Research has demonstrated that teachers' educational backgrounds as well as their level of academic achievement and professional development have an influence on their ability to use ICT effectively in teaching and learning. As noted by Ertmer and Ottenbreit-Leftwich (2013), teachers with higher levels of education possess favourable attitudes towards the use of ICT. In addition, Gulbahar and Guven (2008) confirm that teachers show more comprehension of teaching philosophies and teaching methodologies, which enables them to adapt ICT successfully to improve learning outcomes. Gulbahar and Guven cites an example that teachers with higher educational achievements have a tendency to employ ICT gadgets with the aim of developing students who are critical thinkers and creative as they have practical experience in the use of educational methodologies.

The implication that can be drawn from these two authors above is that the higher educational level of teachers has an impact on their positive attitudes and successful use of ICT in teaching and learning. It appears that teachers with higher educational attainments embrace technology and use it in an effective way. However, I tend to disagree with the assertions because it depends on the teachers' curiosity and eagerness to accept change because most of the teachers were trained before technology, and some seem to be resistant to change. Nonetheless, the perspectives of these authors show the importance of ongoing professional development and training to equip teachers with the skills needed to use ICT effectively in their teaching practices.

Moreover, Teo (2008) shows that teachers who possess advanced educational achievements, are prone to engage in ongoing professional development associated with ICT integration. As argued by Mishra et al. (2018), this continuous professional development would assist them in being informed of new technological advancements that will allow them to effectively use ICT in their instructional practices. It would seem right to argue that teachers with lower levels of education may face hurdles in implementing ICT in their instructional practices due to limited exposure to teaching philosophies and instructional practices that are tailored to the use of technology.

Furthermore, Ghavifekr and Rosdy (2015) claims that the confidence of teachers and their skills in integrating ICT are influenced by their educational level. Once more, Ertmer et al. (2012b) have a similar view that teachers who possess higher levels of education tend to have digital literacy skills, which allow them to harness the potential benefits of ICT resources in their instructional practices. This skill is beneficial for equipping learners with skills relevant to the 21st century.

It appears that the level of education moulds teachers' ability to use ICT in their instructional practices. It seems that a higher level of education is associated with a positive attitude, a comprehensive understanding of teaching, and an understanding of the need for ongoing professional digital literacy skills, all of which contribute significantly towards the advancement of educational practices. Because there are always emerging technologies, teachers should stay updated on ongoing professional development to ensure that students are equipped with relevant skills that will help them navigate the 21st century.

2.2.11 Teachers' experience

According to Wong and Li (2008), teachers' integration of ICT in teaching and learning is influenced by their teaching experience. This was substantiated by Hernandez-Ramos (2005), who found out that there is a link between teachers' experiences and the practical implantation of ICT in the classroom. While this is the case, Baek et al. (2008) refute the idea that more seasoned educators are less prepared to incorporate ICT into their lessons. It seems that preparation and the ability to use ICT effectively are more important than experience.

Furthermore, the study conducted by Buabeng-Andoh (2012) revealed that teachers with more years of teaching experience were more enthusiastic about integrating ICT into their instructional practices as opposed to those with less years of teaching experience. Complementary to that, the United States Centre for Education Statistics (2000) confirms that teachers with more than three years of teaching experience spent forty-eight hours of time using ICT. It appears that these authors acknowledge more years of teaching experience as significant; however, I do not share the same sentiments with the authors in that some teachers may have more years of teaching but struggle with ICT integration in the classroom.

Again, the study conducted by Lau and Sim (2008) on Malaysian secondary teachers indicated that experienced teachers integrate ICT more often as opposed to teachers without experience. Along the same vein, Russell et al. (2007) argues that teachers with less experience in teaching spent much of their time learning about classroom practices and classroom management, while experienced teachers spent their time integrating ICT in the classroom. In my opinion, the teachers' experience has nothing to do with ICT integration, but the skills do.

The study conducted by Kinyanjui (2022) also disputed Lau and Sim's (2008) findings that experienced teachers use technology more than novice teachers. It was exemplified that teachers with less than five years of experience were using computers at a higher rate than teachers with more than five years of experience. Their findings correlate with the results of Afshari et al. (2009), which demonstrated that teachers with less experience were more likely to use ICT in their instructional practices than teachers with more experience. As far as one knows, there is a nuanced relationship between teachers' experience levels and their use of technology in education. Presumably, it is important to adapt educational strategies and support mechanisms to align with changing trends and technological advancements in the teaching and learning of History.

The reason for this difference was that novice teachers were exposed to computers during their teachers' training and still have those skills, while those with more than twenty years of teaching experience were trained before the advent of technology (Agbo, 2015). I agree with the above claims that teachers who were trained before the advent of technology are technophobic, allergic to integration in classroom practices, and still crippled by the adoption of new emerging issues in education. That is to say, the integration of ICT in teaching and learning deconstruct teachers from the old school of thought.

Russell et al. (2007), in their study, also discovered that the quality of ICT integration in the classroom depends on teachers' experience with teaching. However, Aslan and Zhu (2017) challenge that as they argue that the usage of ICT by teachers and their prior teaching expertise are unrelated, and their argument is that successful integration of technology is complex and not clear. It can be seen that teachers' experiences are subjective when it comes to integrating information and communication in the classroom.

2.2.12 Age

The age of teachers can influence the integration of ICT in teaching and learning of History, even though its impact is complex and depends on the context. The number of things related to age can mould teachers and students' attitudes, strategies towards ICT use, and skills in teaching and learning of History.

According to Cox (2013), teachers who are old may view technology as irrelevant to their instructional practices, as contrasted with young teachers who have been exposed to technology. They argue that these different perspectives can influence their eagerness and confidence in using new technologies to teach History. Likewise, Albirini (2006) suggests that older people may require scaffolding and training to successfully incorporate ICT into their instruction. However, I have a differing perspective on the above assertions because it takes a willingness to learn; regardless of whether a teacher was born before the advent of technology, their age is insignificant if they are open to change

Again, Knezek and Christensen (2019) concur that age-related literacy and skills play a significant role as young teachers show acceptance of digital technologies such as digital archives, interactive timelines, and multimedia resources in the teaching and learning of History. Contrary to that, Bell and Barr (2023) claim that old teachers and students may encounter challenges when trying to use digital resources, resulting in less use of ICT in History teaching and learning. Apparently, these views on the issue of age emphasise the

importance of age-related digital literacy in the teaching and learning of History. It seems that addressing these disparities through tailored professional development and educational strategies can help bridge the digital divide and ensure more equitable access to the benefits of ICT in teaching and learning of History.

Moreover, the issue of age-related attitudes toward the use of technology in the teaching and learning of History can be different. As identified by Vroman et al. (2015), old teachers may view ICT integration as just a supplementary instead of a revolutionary approach, thus sticking to their conventional approaches to teaching. In comparison, Ling (2012) suggests that young teachers and students may have perceived the usefulness of ICT, perceiving it as important in enhancing active participation in the classroom, providing easy access to materials, and enhancing research. However, it would seem right to note that age alone does not determine attitudes or skills related to ICT integration in historical education. Individual experiences, professional development opportunities, institutional support, and cultural contexts also significantly influence educators' and students' readiness and capabilities in utilising ICT effectively for teaching and learning History.

According to Keržič et al. (2021), it is not always the case that age determines the teachers' integration of ICT in the instructional processes. As supported by Ertmer (2005), age alone does not limit teachers' use of ICT in the classroom, but other factors such as attitudes, beliefs, and the perceived benefits of ICT also play a significant role in teachers' integration of ICT in teaching and learning of History.

Additionally, Agbo (2015) asserts that various factors influence teachers' use of ICT, such as ICT infrastructure, continuous professional development, and leadership support. Also, Amy and Germuth (2018) share the thought that teachers are empowered by continuous professional development tailored for teaching and learning of History, training, and support. As well, Bolick and Berson (2015) revealed that differences in age can influence teachers' adoption of ICT to promote research in History, critical thinking, and active participation. It seems that, despite the fact that age can influence the adoption of ICT in the teaching and learning of History, the influence may not be the same due to a number of factors, including digital literacy, attitudes towards ICT, and support.

2.2.13 Gender

The issue of gender is also said to play a vital role in influencing the integration of ICT in teaching and learning. However, across the wide range of literature that is examined, this

factor is debatable and relative. To start with, Kurga's (2014) study, which sought to ascertain attitudes toward the use of an integrated e-learning approach to business studies instruction in secondary schools in Kenya, which are influenced by factors such as age, gender, and training level, showed that the attitudes of teachers and students toward the integrated e-learning strategy are not significantly influenced by a person's gender. The instructors, both male and female, were both positive about the integrated e-learning strategy. Reputedly, there is a nuanced role of gender in influencing attitudes towards ICT integration in education, and there is a need for a holistic approach that considers multiple factors influencing educators' perceptions and readiness to adopt technology in the teaching and learning of History.

Furthermore, Bariham (2019) carried out research on the effects of teacher characteristics in terms of gender and age on the degree of use of computers in social studies education. The study findings revealed that, in terms of how Computer-Assisted Instruction (CAI) was used in teaching and learning, there was generally no discernible difference between male and female teachers. However, male teachers were found to use CAI more than their female counterparts in the sense that male educators include radio and video in their classes. In line with these results, Šabić et al. (2022) assert that age and gender have a statistically significant but small impact on teachers' ICT self-efficacy. Ostensibly, there is a nuanced relationship between teacher characteristics (gender and age) and their utilisation and confidence in using ICT in education. At first sight, there is a need for personalised support strategies that consider these factors to maximise the benefits of technology in teaching and learning environments.

Moreover, the findings of Gebhardt et al. (2019) oppose any claim that the use of ICT for pedagogy in secondary schools differs for male and female teachers in their study, which was investigating potential factors explaining the effect of age on gender disparities in teachers' self-efficacy for using ICT in instruction. Again, Arkorful et al. (2021), in their study that examined how senior high school instruction uses information and communication technology, confirm that there is no significant difference in gender in terms of ICT integration in teaching. It would seem that gender differences do not significantly impact the integration of ICT in teaching practices. Seemingly, it encourages a broader perspective on promoting equitable and effective use of technology in education, emphasising the importance of inclusive approaches that benefit all teachers and students.

On one hand, Qazi et al. (2022) carried out an investigation into the disparities between genders in ICT use and technological learning competencies. According to the report, gender prejudices regarding ICT skills, use, and access persist and are quite considerable. On the other hand, it has been shown by González-Sanmamed et al. (2017) that female teachers are more likely to think of ICT as a tool that can enhance students' learning. Seemingly, the issue of gender is not consistent; it continues changing time and again. On this basis, the issue of gender cannot be the absolute criteria to explore if a certain gender uses ICT more often than another or whether a certain gender has a favourable attitude towards technology or not.

Another study, Tondeur et al. (2016), carried out research on the emergence of gender inequalities in younger generations of computer users. The findings indicated that women generally have a less favourable opinion of computers. While they share similar attitudes as men regarding using computers for learning, the study discovered no correlation between gender and computer use for academic purposes. However, it did identify a negative association between being female and using computers for leisure activities. According to Tondeur et al. (2016), views toward computers vary depending on the context. The context-specific character of computer attitudes and uses must be considered when addressing gender disparities.

In a nutshell, the integration of ICT into teaching and learning environments is influenced by a multitude of factors. Accessibility and availability of ICT resources emerge as foundational prerequisites, with studies emphasising the pivotal role of ensuring easy access to hardware, software, and reliable internet connectivity. Without adequate resources, discussions around ICT integration remain theoretical and unproductive. Moreover, teachers' confidence in using technology, known as computer self-efficacy, stands out as a critical determinant. Research consistently demonstrates that teachers' belief in their ability to manipulate ICT positively correlates with its integration into instructional practices. This emphasises the importance of providing teachers with comprehensive training and support to enhance their technical competence and confidence.

Professional development programs emerge as a crucial mechanism for empowering teachers to effectively integrate ICT into their teaching practices. Continuous training, aligned with the evolving technological landscape, is essential to equipping educators with the necessary skills and knowledge. Leadership support within educational institutions is equally indispensable, providing the vision, resources, and guidance needed to foster a culture of

technological innovation. Teachers' attitudes and beliefs towards ICT significantly influence their willingness to integrate technology into their classrooms. Positive attitudes towards technology as a tool for enhancing learning outcomes are associated with higher levels of ICT integration. Conversely, factors such as workload and prior experience can impact teachers' readiness to adopt ICT, highlighting the need for supportive environments and tailored interventions.

The provision of technical support emerges as another critical factor in facilitating ICT integration. Ensuring reliable maintenance and troubleshooting services can alleviate teachers' concerns about technical failures and encourage the seamless use of technology in instruction. Additionally, while gender disparities in ICT usage exist, they are complex and context-dependent, suggesting a need for nuanced approaches to address them effectively. In essence, successful ICT integration in educational settings requires a multifaceted approach that addresses various interrelated factors. By prioritising accessibility to resources, fostering teachers' confidence and competence, providing ongoing professional development and leadership support, and addressing individual attitudes and technical needs, educational institutions can create environments conducive to meaningful ICT integration and enhanced teaching and learning outcomes in the teaching and learning of History.

2.3 Significance of ICT in teaching and learning of History

The significance of integrating ICT in the teaching and learning of History is paramount. In the realm of teaching and learning of History, leveraging information and communication technology has emerged as a transformative force. It offers new avenues for teaching and learning that elevate student engagement, critical thinking, and digital literacy skills. This literature review delves deeper into the importance of ICT in the teaching and learning of History, shedding light on its role in facilitating historical inquiry, fostering active learning, and equipping students for success in the digital era.

2.3.1 Facilitates student engagement and interaction

ICT in History teaching and learning is credited with various advantages for teachers and students. This was affirmed by Hsu and Huang's (2014) study, which discovered that interactive simulations and multimedia resources such as movies have the potential to grab students' attention and improve their motivation to explore more historical topics. In the same way, the results of Ertmer (2005) discovered that ICT tools have the potential to create more interactive and relevant lessons, highlighting the increased attention students receive when historical topics are taught via ICT tools. Complementary to that, Karsenti and Fievez (2013)

share the same sentiment that multimedia resources, including films and virtual tours, trigger the learners' curiosity and deepen their understanding of historical events. It appears that the incorporation of ICT in the teaching and learning of History brings life to the classrooms, removing the prevalent boredom.

Moreover, a meta-analysis study conducted by Clark and Mayer (2011), where they were merging studies on ICT learning, concluded that well-planned ICT tools such as historical films, animations, and simulations improve students' motivation to study History. Similarly, Sengai and Mokhele (2022) contend that, the use of instructional material enhances learners understanding as they go beyond teachers simple verbal explanations by delving deeper into the topic under discussion. These findings collectively highlight the positive effect of the use of different teaching aids including ICT tools in the teaching and learning of History, enhancing diversity and promoting active participation in classrooms that enable deeper student engagement and understanding of historical content.

Furthermore, ICT has the potential to promote active learning in the classroom. In support, Burke (2013) notes that ICT materials, including interactive timelines, virtual tours, and multimedia presentations, have the capacity to grab students' attention and make historical content more accessible and compelling. According to Bolick (2020), ICT facilitates learning experiences, enabling students to interact with primary sources, historical documents, and ICT resources in such a way that it facilitates critical thinking and deeper understanding. As far as one can see, technological resources have the ability to transform the teaching and learning of History by making it more interactive, conducive, and accessible for active learning and critical thinking. That is to say, the significance of ICT can significantly promote a long-lasting educational experience in History lessons.

In addition to that, the research conducted by Ertmer (2005) demonstrated that teachers consider technology as a tool that can improve their teaching methods and enhance their productivity. Then again, Schmid et al. (2014) stitpulate that ICT enhances the students' participation in the classroom by providing them with more tools that enable an interactive learning experience. The findings align with the results that discovered ICT enhances learners' interest in studying History.

As far as one can tell, the adoption of technology in the teaching and learning of History improves active participation through immersive and engaging learning experiences. Further, it goes as far as empowering learners to become active participants in learning History as

opposed to traditional teaching methods. Subsequently, the use of ICT resources in teaching History can facilitate students and teachers' curiosity, enhance deeper understanding of historical concepts, and develop critical thinking capabilities that are necessary in 21st century education.

2.3.2 Enables historical inquiry and research

The use of technological tools to learn enables historical enquiry and research amongst students. As identified by Chang (2018), ICT provides accessibility to abundance of resources such as archives, digitised primary sources, and historical databases; as a result, teachers empower students to explore diverse perspectives, analyse historical evidence, and construct well-supported arguments. In the same way, Ferguson (2015) is of a similar view that, virtual museums provide students with access to historical artefacts and multimedia resources thereby improving their comprehensive understanding of historical events and narratives. As far as one can see, the capabilities of ICT highlight the revolutionary impact in the teaching and learning of History enabling learning which surpasses the traditional ways of teaching and the overreliance on textbooks.

Moreover, Lim and Lim (2018) postulate that digital resources enable students to access vast historical resources such as documents, maps, photographs and multimedia tools. In support of that observation, Cameron and Webster (2017) state that ICT extends the accessibility of teaching materials as it allows teachers to supplement textbooks with primary sources that can be sourced on various online platforms from different perspectives. They go further to assert that, ICT tools such as Optical Character Recognition (OCR) provides easy access to historical documents.

It appears that ICT plays a dynamic role in transforming teaching and learning of History. It provides digital materials which are accessible to everyone as even schools without proper funds can facilitate teaching and learning of History with just the internet use, developing student-centred approaches, developing learners with critical thinking, as well as learners who are able to corroborate historical evidence because resources are accessed easily on digital platforms. This calls for integrating ICT in the teaching and learning of History globally.

The use of technology has been acknowledged to improve teaching and learning of History as asserted by Ghavifekr and Rosdy (2015). Then again, Smith and Johnson (2018) also acknowledge that, the use of different ICT tools such as interactive simulations, and virtual

tours provide History teaching and learning with different learning materials. These materials enable different learning styles that engage students which simultaneously foster deeper understanding of the History subject and cultivating critical thinking skills amongst learners. Apparently, teaching and learning of History would not be the same if teachers are well trained to integrate ICT in their instructional practices.

2.3.3 Enables personalised learning

The use of technology enables for personalise learning experiences catered for each and every learners' needs and interests. According to previous studies (Sharma et al, 2023; Wang et al., 2021), ICT tools such as intelligent tutoring systems, educational apps and adaptive learning technologies enable personalised learning by offering personalised feedback, and adaptive teaching which enables students to learn on their own pace accommodating different needs of different students. As a result, personalised learning enhances learning outcomes and promotes inclusivity and equality in History (Chen & Wang, 2021; Gupta et al., 2018). It seems that, the use of technology eradicates issues associated with status quo, facilitating epistemological access amongst students, thus eliminating knowledge barriers.

According to Chen et al. (2020), personalised learning goes beyond promoting active participation and motivation amongst students as it also fosters deep connection with historical content and concepts. In addition to that, Parker and Smith (2020) assert that, technology allows teachers to see the progress of their students, detect the progress on their learning and arrange the specified support, thus improving teaching and learning of History. In line with that, Sengai and Mokhele (2022) share same sentiments that instructional materials allow learners to learn on their own. Without any doubt, it can be seen that, the adoption of ICT in the teaching and learning of History provide the transformative impact through personalised learning experiences. Thus, this calls for a nuanced adaptive technologies and educational apps that enhance the personalised learning as these technologies enhance student participation in the lessons, enable inclusivity and support the effective learning practices in teaching and learning of History.

The research done by Bates (2019) and Zhao and Frank (2003) affirm that ICT enables independent learning of the skills of the 21st century s such as critical thinking, problem solving, creativity, and collaboration and communication skills. The two authors highlight the significance of technology that it provides students digital tools that enable them to take

control of their learning while they are acquiring the relevant skills that they need to manoeuvre in the current era of technology.

2.3.4 Allows students to watch historical events

ICT is also credited for equipping learners with historical literacy, critical thinking skills, and engagement among students. This is supported by Harris and Johnson (2019) who articulate that digital materials such digital story telling platforms and interactive timelines offer opportunities to students to develop narratives, interpret historical events and develop deeper understanding of complex historical events. In the same way, Henderson and Thompson (2020) share same sentiment that ICT tools provide an opportunity for students to explore different perceptions, see historical stories and partake actively in historical enquiry through ICT tools. I agree with the assertions of these scholars but there has to be caution in the use of the ICT resources because the failure to monitor their use in the classroom can mislead the students, thus diverting them from the intended end of lesson objective.

The study conducted by Clark (2011) discovered that integration of virtual reality (VR) and augmented reality (AR) technologies help students to watch historical events which lead to deeper understanding of History topics and arouse learners' interest in studying History. In line with the results of Berson and Berson (2015) affirm that, ICT increases learners' interests to learn History by making it interactive and relevant on their study that discusses ways in which digital storytelling and interactive simulations engage students in historical narratives.

2.3.5 Promotes active learning and collaboration

As articulated by Hogan (2017), the adoption of ICT in the classroom facilitates the active engagement of learners, enabling them to collaborate, think critically, and be innovative. This is made possible by digital platforms such as online discussion forums and collaborative document editing, as they promote peer-to-peer learning and sharing of knowledge. Additionally, Owston and Wideman (2019) assert that different media tools, like digital storytelling and multimedia projects, facilitate enabling students to create and analyse historical narratives. Seemingly, the use of ICT in teaching and learning of History enables learning to occur beyond classroom walls with peers, more knowledgeable others, experts, and many more, hence breaking the issue of lack of epistemological access.

According to Miller et al. (2021), technology allows learners to work collaboratively, giving them experience of doing actual historical research. This is through online discussion forums, as virtual classrooms provide opportunities for students to share knowledge with their peers,

which goes as far as what traditional learning could not offer. Likewise, Thomas and Brown (2018) contend that online discussions help students to enhance their understanding of History topics and also equip them with communication skills by working with others. Correspondingly, Smith et al. (2020) state that teamwork promoted by the use of online platforms is inclined to current educational demands, which advocate for student active participation in their learning. Notably, by accessing students' ICT gadgets, teaching History could promote inclusivity and develop an environment for collaboration where students will be encouraged to explore, analyse, and construct their own knowledge while nurturing them for future job markets.

As stated by Kumar et al. (2022), virtual reality (VR) simulations, augmented reality (AR), and digital museums offer the opportunity for students to immerse themselves into exploring historical events and artefacts in an extraordinary way. Equally important, Bolton and Green (2018) acknowledge that ICT tools, especially digital platforms and materials, encourage experiential learning, developing historical empathy, and helping students to acknowledge the views of others in historical interpretations.

So, it seems that incorporating technology in the teaching and learning of History goes beyond enriching learning experiences by offering engaging technologies but also develops students who are empathetic, who are able to acknowledge that people have different views over one thing, and students who are critical thinkers, of which these are the recommended skills in the current era. As a result, by exposing students to these ICT tools, teachers can create an environment that is dynamic for students who are curious and have a deep understanding of historical narratives, and prepare them to navigate and interpret the complexities of the past more effectively.

2.3.6 Fosters historical inquiry and analysis

Cavanaugh and Cavanaugh (2017) contend that the use of technology in the teaching and learning of History fosters historical inquiry and analytical skills in students. This is facilitated by the opportunity to access digital archives, databases, and online repositories, through which teachers can instruct students to carry out their inquiry. Furthermore, Ho and Lin (2019) concur that digital gargets, including data visualisation software and Geographic Information Systems (GIS) mapping, enable a comprehensive understanding of historical contexts and connections as they facilitate the spatial analysis and temporal patterns in the historical past. Actually, it is without doubt that the integration of ICT in the teaching and

learning of History serves as one of the milestones in education, uplifting teaching and learning.

It is asserted that interactive ICT gadgets make History teaching and learning more accessible and interesting as opposed to conventional methods. According to Berson and Berson (2015), interactive technology makes History more accessible and interesting than traditional techniques. The same sentiments were shared by Clark (2011) that historical events tend to seem more genuine through digital storytelling, simulations, virtual reality (VR), and augmented reality (AR) as they help students learn more about History and become more interested in it. That resonates from the findings of Hattie (2009) and Higgins (2014), which approve that technology improves information access and speeds up learning processes.

In addition to that, Hattie (2009) and Higgins (2014) show how technology-enhanced environments, which offer a variety of resources, quick feedback, individualised learning opportunities, and access to up-to-date information, boost student's accomplishment. In the similar vein, Sengai and Mokhele (2022), affirm that, the use of instructional materials makes learning concrete and meaningful therefore improves the performance of learners. Credibly, it can be argued that the problem that is facing the History subject currently can be addressed by employing ICT in the teaching and learning of the subject, hence revolutionising the subject to regain its integrity in the school curriculum.

Zhao and Frank (2003) highlight that technology accelerates the transmission of knowledge as it both allows students to learn on their own and provides them with vast materials. The findings of Davis (2017) corroborate those of Zhao and Frank (2003) that ICT integration in teaching and learning of History empowers students, promotes independent learning, accelerates transmission of knowledge, and enhances historical inquiry.

As far as one can see, different technologies have the potential to instil historical research and analytical skills with access to an abundance of digital resources. With these ICT gadgets, teachers can empower students to engage critically with historical sources, develop competencies on how to conduct research, and develop appreciation of the dynamics of the past in the era of technology.

2.3.7 Fosters 21st century skills and digital literacy

The integration of technology in the teaching and learning of History enhances historical understanding as well as equipping learners with 21st century skills, of which digital literacy

is the key (Martin, 2016). As identified by Martin, this is facilitated by various digital tools and multimedia platforms, which equip learners with skills to weight the sincerity, trustworthiness, and relevance of information found on digital platforms. Further, Cope and Kalantzis (2017) argue that online discussions, virtual exhibitions, and multi-media presentations empower students with communication skills, teamwork skills, and creativity skills, preparing them for this digital era.

Assumably, by exposing students to digital projects, students have the potential to acquire practical skills that will help them navigate their learning, thus helping them to construct historical narratives and explore complex historical topics in a practical way. As a result, ICT tools go beyond strengthening understanding of historical content as they also promote communication skills and digital literacy.

The study conducted by Heo et al. (2018) discovered that the use of ICTs outcompetes traditional methods. Similarly, Yildirim (2017) expresses that ICT resources such as digital resources, interactive platforms, and online presentations, as compared to traditional textbooks and pedagogical approaches, improve historical literacy, active participation, and learning outcomes.

It appears that using technology in the teaching and learning of History enhances students' grades while at the same time equipping them with the relevant skills of the 21st century, of which ICT literacy is the key. Inevitably, exposing students to digital resources, working together on their learning, and knowing how to use technology resources prepares students to succeed seamlessly in the 21st century without any struggle where good communication, critical thinking, and digital literacy are requisite.

2.3.8 Enhances accessibility and inclusivity

Mills and Tinney (2016) argue that the integration of ICT in the teaching and learning of History can promote accessibility and inclusivity as it provides students with flexible learning experiences that accommodate different students. They go further to show that ICT resources accommodate diverse needs of students and allow them to engage and learn at their own pace. Equivalently, Kelly and Haegele (2020) agree that ICTs promote inclusivity through alternative text formats, audio descriptions, and captioning.

So, it would seem the integration of ICT in the teaching and learning of History enhances accessibility and inclusivity via the provision of flexible learning resources and through the

provision of inclusive pedagogies. Hence, the academic success of students is dependent on the students' empowerment by their teachers by designing accessible teaching aids and using digital materials that accommodate all learners, including those with disabilities, to actively participate in their learning while enhancing comprehension of historical content.

Furthermore, Papadopoulos and Mavrikis (2018) suggest that the digital tools address issues associated with equality and inclusivity through the provision of personalised learning and meeting the needs of different students, enabling all students to access historical content. Additionally, Alves and Leite (2019) share the same point of view that, with the use of ICT, teachers are in the position to create an inclusive classroom, assisting learners with special needs to be reached with the help of assistive and accessible digital technologies. As a result, targeting to promote epistemological access and inclusivity, teachers can simply design learning experiences that help all students to pass (Barton & Lee, 2018).

By all accounts, the use of technologies in the teaching and learning of History is of great significance as it promotes epistemological access, reducing epistemic violence as it accommodates different needs of students and with the help of designing accessible learning environments. Therefore, teachers' acceptance of ICT tools in the instructional practices and designing of inclusive practices can enrich educational practices that empower all students to succeed in their learning and develop deeper appreciation of historical perspective and narratives.

2.3.9 Develops students who are digital citizens

According to Krutka and Carpenter (2016), integrating ICT in the teaching and learning of History develops students into well-informed digital citizens. This is all possible through digital media, online communities, and social networking platforms, which equip students with critical media literacy skills that allow them to manoeuvre digital information efficiently. By the same token, Ribble and Miller (2013) add that integration of ICT in teaching and learning of History develops learners who are ethically aware and digitally informed by teaching them responsible online behaviour such as acknowledging sources and adhering to copyright laws.

It seems that using technology to teach History transcends students' comprehension of History but also develops active citizens who can navigate life in the era of technology. For that reason, teachers are at the forefront of equipping learners with skills such as media literacy skills, developing ethical cognizance, and enhancing digital citizenship that are

needed to manoeuvre and be well-informed and responsible global citizens in the digitally connected world.

2.3.10 Fosters inquiry-based learning

It is argued that the integration of ICT in the teaching and learning of History promotes inquiry-based learning as it allows students to take part in their own learning (Ching, 2019). This is through digital platforms such as online platforms and virtual learning tools that allow students to ask questions, do research on their own, and works together with their peers. Additionally, Bodenhamer (2017) is of a similar thought that digital mappings offer students an opportunity to explore spatial dimensions of historical events and enhance their understanding of geographical contexts and spatial relationships. Then again, Kong (2016) argues that, as students engage in research, they develop critical thinking skills and historical consciousness, thus enriching their minds.

Evidently, the use of ICT tools in teaching and learning History facilitates inquiry-based learning with the abundance of tools it offers to students. Therefore, it seems that by embracing digital resources and interactive technologies, teachers have the potential to empower students with the necessary skills for learning History on their own through research and enhance their understanding of intricate historical events.

2.3.11 ICT promotes cultural understanding and global views

The integration of ICT in History promotes awareness of global perspectives and cultural understanding. In support, Harper (2018) affirms that the online communication platforms enable students to connect with their peers from different backgrounds, allowing appreciation of cultural differences. Also, Yang and Wang (2020) add that multimedia resources and digital storytelling platforms enable students to explore and share their cultural heritage while at the same time learning about the History and culture of others. Through engagement in multiple historical interpretations and views, students become empathetic, tolerant, and competent with different cultures, which will help them succeed in the interconnected world (Crawford, 2019).

Most likely, integration of ICT in the teaching and learning of History will enable the students to learn global views and encourage cultural understanding as students connect with their peers from different backgrounds while enabling them to explore historical interpretations. Teachers can provide inclusive learning environments that develop learners

who are empathetic and appreciative of different cultures and advocate for well-hanging global History through digital and multimedia resources.

All in all, the use of ICT in the teaching and learning of History has the capacity to equip learners with historical literacy, critical thinking, appreciation of different viewpoints, collaboration, appreciation of different cultures, and foster active participation of learners while at the same time it prepares them to navigate the digital world and deeper understanding of the complexities of the past. Despite the plethora of significance offered by ICT in History teaching and learning, it is faced with barriers. The following section discusses those barriers.

2.4 Barriers to the integration of ICT in the teaching and learning of History

ICT has the potential to transform teaching and learning of History by providing access to vast repositories of historical information, facilitating interactive learning experiences, and fostering critical thinking skills (Hawkins & Pea, 2017; Klein, 2019). However, despite these advantages, the integration of ICT into teaching and learning of History faces numerous challenges, often termed barriers. This literature review explores these barriers and their implications for History educators.

2.4.1 Access to ICT resources

Access to ICT resources emerges as one of the lacking resources in educational institutions. These ICT resources include hardware, software, and ideological-ware resources (Dexter & Anderson, 2018a). According to Miller (2019a), in developing countries, there are some instances where schools are struggling with old-fashioned technology resources. This suggests that there is a need for education gatekeepers to invest in ICT infrastructure in schools to remove the barrier of lack of ICT resources.

A teacher needs ample or enough resources in order to introduce technology into teaching and learning (Ertmer & Ottenbreit-Leftwich, 2010). Lack of access to ICT resources falls under first-order barriers to technology. Further, access to technology and resources means there are enough or adequate devices physically available at the disposal of students and teachers and that the devices are free software or internet-based and are free from limitations and problems (Hew & Brush, 2007). It seems that, due to the lack of enough ICT resources, any efforts to integrate ICT into instructional processes are futile, as teachers need effective ICT resources to excellently integrate ITC in their teaching and to ensure that students are provided with technological resources.

Additionally, it was demonstrated that improved access to technology tools and resources significantly reduces technology barriers (Ertmer & Ottenbreit-Leftwich, 2010; Ertmer et al., 2012b). However, the studies (Howley et al., 2011; Kale & Goh, 2014) showed a very contradictory case as they discovered that there are still questionable ICT resources in education. Access to enough resources and tools would not be the same across countries due to the varying economies of countries and how much they invest in education. It appears that while access to technology is essential, it is not sufficient on its own. Even with access, the quality and suitability of ICT resources can vary significantly, impacting the effectiveness of technology integration efforts. Economic factors therefore pose a significant barrier to achieving equitable access to technology in education globally.

This barrier posed by the lack of ICT resources has some challenges and implications. The literature below highlights those challenges and implications.

2.4.1.1 Challenges resulting from restricted access

1. **Infrastructure and connectivity:** According to Warschauer (2011), insufficient ICT infrastructure and limited connection pose a threat to access of ICT resources in the teaching and learning of History. This is epitomised by the digital divide between rural schools and urban schools, as rural schools have a lack of ICT resources, restraining teachers and students' potential to manipulate ICT resources.

2. **Lack of funds:** Lack of funds in schools hinders effective ICT integration, especially in schools with insufficient budgets (Lawrence, 2016b). It would happen that the ICT devices, software licenses, and subscriptions would require huge budgets to buy them, which may surpass school budgets.

3. **ICT skills and training:** Ertmer and Ottenbreit-Leftwich (2013b) argue that accessibility of ICT tools alone is not enough, as ICT skills and ongoing training are required. For teachers to efficiently manipulate ICT resources in teaching and learning History, especially when conducting research and analysing online resources, they need guidance to weigh digital resources.

2.4.1.2 Impacts on ICT integration

1. **Learning potential inequalities:** Lack of access to ICT resources increases the injustices in learning potentials among students (Selwyn, 2016). It seems that disadvantaged students are faced with challenges in accessing ICT resources and having to use technology in their learning, thus perpetuating the digital divide.

2. **Limit active participation**: As noted by Bennett et al. (2008), the absence of justifiable digital resources reduces active participation in their learning in the teaching and learning of History. That is, lack of ICT resources or old technological tools restrain students' potential to engage actively in their learning, through assignments, group works, and discussions on online platforms, restricting their learning.

3. **Limitations of curriculum:** Inadequacy to digital resources can limit the curriculum and teaching strategies in the teaching and learning of History (Cuban, 2001a). It appears that teachers may feel restricted to traditional ways of teaching, failing to use ICT resources such as interactive simulations, virtual field trips, or multimedia presentations that improve students' understanding of History.

With evidence from the above discussions, it is evident that access to ICT resources is significant in the teaching and learning of History, and its absence poses a threat in any majors that are done to integrate ICT in the teaching and learning of History. Problems related to infrastructure, financial limitations, and ICT competences limit teachers and students' potential to successfully integrate ICT in the teaching and learning of History. Apparently, addressing these challenges needs rigorous efforts to invest in technology infrastructure, provide equal access to ICT resources in schools, and provide intensive training and support to teachers as well as students to harness the full potential of ICT in the teaching and learning of History.

2.4.2 Administrative support

According to Lyanda et al. (2023), administrative support is the support that is given by management in general to teachers to see the adoption of technology in teaching and learning. It appears that administrative support in the context of schools comes from the rules governing the schools and the support the schools get from the management.

While the barriers to accessing technological tools, resources, training and support are solved, there is still a lack of administrative support. In support, Tondeur et al. (2016) affirm that the lack of administrative support in schools utilising technology for teaching and learning may be discouraged by district administration and culture. Similarly, Johnson et al. (2016) and Johnson and Smith (2016) share a view that school administrators have the power to promote or discourage the use of technology in the classroom as they establish the direction and offer chances for professional development related to technology integration. It seems that solving challenges that are associated with administrative support is a crucial thing that educational

stakeholders could make to enable teachers to manipulate ICT to improve teaching and learning as well as learning outcomes of History.

In the Lesotho context, most schools prohibit learners from using their cell phones, which is a barrier, especially when teachers want to incorporate technology in their classrooms. The curriculum is demanding learners to use technology, while the administration of schools is doing otherwise (Mosia, 2015). It may be confidently argued that there is a misalignment between curriculum goals and the actual implementation of the curriculum. Complementary to that, Thannimalai and Raman (2018) support that the idea that, attitudes of administrators towards technology integration and pedagogical practices determine teachers' integration of technology and pedagogical practices. It would appear that there is a significant relationship between administrative attitudes, policy, and ICT integration in the teaching and learning of History. Therefore, there is a need for clear policies that support the ICT integration instead of hampering it in attaining educational goals, especially in situations where there may be inconsistencies between curriculum requirements and actual implementation in the classroom.

Seemingly, there is a need for alignment between educational policies, such as curriculum goals promoting technology use, and school policies that control the access of technology (like cell phone bans). It is evident that administrators are significant in developing school policies and attitudes towards ICT integration. They are beneficial as their support develops the atmosphere where teachers feel confident to experiment with new pedagogies that are associated with ICT integration. Addressing issues like cell phone bans could improve successful integration of ICT to support learning objectives and draw learners' attention in their learning.

The literature below provides insights on the challenges and implications of lack of administrative support.

2.4.3.1 Lack of administrative support challenges

1. **Allocation of resources**: The injustices in allocation of resources such as funding and time limit the initiatives in the teaching and learning of History (Ertmer & Ottenbreit-Leftwich, 2013b). Evidently, a lack of enough support from administrators in the form of training, technology resources, and technical support may hinder teachers from effectively integrating ICT in the teaching and learning of History.

2. **Development and policy:** According to Becker (2017), the lack of coherent policies and strategic planning for using ICT has the potential to constrain the progress in teaching and learning History. As a result, administrators are obliged to formulate clear guidelines and frameworks that focus on ICT integration goals, allocate resources equally, and support teachers with continuous professional development.

3. **Specialised training:** Harris (2017a) states that a lack of professional development and capacity building has the potential to hinder teachers' ability to integrate ICT effectively. As a result, administrators are very crucial in the initiatives that are meant for ICT integration, as they support teachers with training, workshops, and cooperative learning.

2.4.3.2 ICT integration implications

1. **Low engagement and motivation**: Hicks and Tsurusaki (2018b) assert that a lack of administrative support for ICT integration can lead to low engagement and motivation for teachers. It is clear that, without coherent leadership, support and encouragement, teachers may view ICT integration initiatives as not compulsory, leading to low use of ICT in History teaching and learning.

2. **Hesitancy to change**: Due to a lack of administrative support, teachers may be hesitant towards ICT integration in teaching and learning (Dutke et al., 2019). Therefore, there is a need for administrators to awaken teachers about the value of technology in the teaching and learning of History and also encourage them to have favourable attitudes towards technology.

3. **Unreliable enactment:** According to Lawrence (2016a), unreliable support from the administrators can lead to unreliable enactment of ICT initiatives across schools. It is without a doubt that initiatives to ICT integration may lack sustainability and fail to achieve the desired goals with the absence of rational leadership and alignment with organisational objectives.

The implication that is drawn from the above discussion is that the absence of administrative support poses a threat to initiatives that are aimed at ICT integration in the teaching and learning of History. It also seems that the allocation of resource challenges, challenges related to policy and planning, and professional development impede the teachers' potential to implement ICT integration in the teaching and learning of History.

It would appear that, coming up with the solution for all these challenges, administrators should focus on ICT integration, allocate enough resources, formulate coherent policies, and support teachers with continuous professional development. As evidenced by the discussion, with supportive administrators, historical understanding and students' active participation could be enhanced through the efficient integration of ICT in the teaching and learning of History.

2.4.3 Training and technical support

According to Johnson et al. (2016), technical support and training are defined as assisting teachers in setting up and managing technology equipment and software and offering guidance on using technology in education. Similarly, the adoption of educational technologies in the classroom might be hindered by inadequate technical assistance and training for technology integration. Further, the Ian and Lowther's (2010) study showed that most of the schools are crowded with old, broken computers due to a lack of technicians to repair them. As much as technical support is lacking in schools, no matter how much they buy computers to boost the use of ICTs in instruction, it still remains a challenge when those gadgets are broken.

According to Bolick et al. (2020), the majority of teachers do not have targeted training that equips them with ICT skills to integrate in their instructional practices. On the same token, Koenig and Harris (2017a) claim that there seems to be declining professional development tailored for the teaching and learning of History. They go further to show that professional development is important for helping teachers equip them with ICT skills, even though there are challenges related to it. It implies that bridging the gap on skills and enhancing professional development would address the barriers to effective ICT integration in the teaching and learning of History. As it can be seen, there is a need for specific, sustainable, and relatable professional development strategies needed to empower teachers to manipulate ICT devices efficiently in the teaching and learning of History.

In the study conducted Francom (2020) it was discovered that insufficient training and lack of exposure to ICT were found to be the dominant constraints on teachers to integrate ICT. In the study conducted by Jatileni and Jatileni (2018), where they investigated teachers' perceptions of the use of ICT in teaching and learning and making use of ICT in their teaching and learning in Namibian primary education, they found that Namibian educators think that integrating ICT into the classroom will enhance instruction and student learning.

So, it would seem that teachers believe that ICT is limitless. This idea emphasises the constraints and implications of professional development on ICT integration in the teaching and learning of History.

As far as one knows, professional development programs need to address the identified barriers, such as inadequate training and exposure to technology, to effectively support educators in integrating ICT into teaching and learning of History. Professional development should aim to align educators' positive beliefs about ICT's benefits with practical skills and strategies for implementation. This alignment can foster confidence and competence among teachers in using technology to enhance History instruction.

The literature review below highlights the challenges and implications of a lack of professional development opportunities.

2.4.3.1 Problems associated with lack of professional development

1. **Lack of professional development opportunities**: These refer to insufficient professional programs that are tailored towards ICT integration in the teaching and learning of History (Koenig & Harris, 2017a).Many teachers may not have an opportunity to attend workshops or any courses that assist them in successfully teaching and learning History.

2. **Insufficient training of teacher-trainers:** As acknowledged by Bolick et al. (2020), insufficient training of pre-service teachers emerges as a significant barrier for them to effectively integrate ICT in the teaching and learning of History. It appears that the teacher training institutions may not capacitate teacher-trainees with ICT skills tailored for teaching History, leaving them underprepared to use technology to teach History.

3. **Insufficient continuous support**: Hakkinen et al. (2018) argue that, despite teachers being trained in ICT during their training for teaching, the absence of continuous professional development still emerges as a challenge. It seems right to argue that teachers would still struggle with ICT integration if there is no ongoing professional development, as new technologies are born every day.

2.4.3.2 ICT Integration Implications

1. **Insufficiency of technology**: According to Dexter and Anderson (2018b), lack of professional development can have implications for insufficient use of ICT in the teaching and learning of History. It would appear that teachers with insufficient training and support

would be resistant to adopting technology in their instructional practices, missing benefits that are entangled with technology in improving student outcomes.

2. **Inadequate professional development access**: Inadequate professional development opportunities increase injustices in ICT integration in schools (Miller, 2019a). That is the case in schools with insufficient resources to experience challenges regarding training and support, thus perpetuating the digital divide amongst students.

3. **Implications on confidence and competence**: As noted by Sheppard (2020), the confidence and competence of teachers are determined by the professional development challenges in the teaching and learning of History. The absence of sufficient professional development makes teachers hesitant to incorporate ICT in their teaching practices.

With reference to the evidence provided in the discussion above, the lack of professional development presents significant barriers in the teaching and learning of History. This is due to a lack of access to training opportunities, inadequate training of teacher-trainees, and a lack of continuous support to empower teachers to use technology in their instructional practices. Providing solutions to these aforementioned problems requires thorough and continuous professional development programs that offer training to teachers to effectively use ICT in the teaching and learning of History.

2.4.4 Limited time

It is also argued that access to technology, training and support, and administrative support may be there, but there may be limited time. Equally important Lawrence (2018a) asserts that planning high-quality learning experiences with technology support requires enough time. Complementary to that, Buabeng-Andoh (2012) and Tondeur et al. (2016) argue that insufficient time to organise fresh, technologically-infused learning opportunities is usually found to be a barrier to educational technological use.

It appears that educational institutions should cater for sufficient time, as time is a significant resource when planning for technology integration initiatives. Sufficient time should be catered for teachers to plan, execute, and improve their teaching through the use of ICT. Solving the issue of time includes taking into consideration the work load of teachers and providing guidance on practical ways of integrating ICT successfully.

The discussion below provides insights on challenges and implications brought by insufficient time in the teaching and learning of History.

2.4.4.1 Challenges on limited time

1. **Use of ICT is time-intensive:** Harris (2017b) states that, for enactment of ICT integration in the teaching and learning of History, there is a need for sufficient time to plan lessons and develop curriculum aligned to technology integration. As a result, with limited time, teachers may struggle to find the required time to explore and integrate ICT.

2. **Professional development and training:** According to Sheninger and Thomas (2019), sufficient training and professional development are important in assisting teachers to adequately incorporate ICT into their instructional practices. Nonetheless, lack of enough time for training and workshops may restrain teachers' potential to learn necessary skills to manoeuvre in integrating ICT in the teaching and learning of History.

3. **Technical support access and ICT access:** Lack of enough time can present challenges that are associated with access to technical support and ICT resources (Ertmer & Ottenbreit-Leftwich, 2013a). Educators may lack sufficient time to troubleshoot technical issues, set up digital devices, or seek assistance from IT support staff, resulting in barriers to ICT integration.

2.4.4.2 ICT integration implications

1. **Surface-level integration:** The issues and time barriers can result in surface-level integration of ICT, where teachers would use ICT for simple responsibilities like conducting research and presentations (Nguyen & Leung, 2020). It can be seen that the surface-level integration confines the potential of ICT to revolutionise teaching and learning of History and improve students' performance.

2. **Neglected prospects for diversity:** As suggested by Suryati et al. (2018), a lack of adequate time may hinder teachers from successfully diversifying teaching through technology and accommodating different students' needs and preferences. Teachers may struggle to tailor ICT tools and practices to meet individual students' needs and preferences due to the absence of sufficient time for planning and enactment.

3. **Usage and access inequalities**: Lack of enough time increases injustices associated with access and integration of ICT among students (Warschauer & Matuchniak, 2010). It is evident that lack of adequate access to ICT resources for students would be a challenge as they would struggle to finish their assignments and participate in online discussions, thus furthering the digital divide.

The implications that can be drawn from the above discussions are that insufficient time emerges as a threat to the incorporation of technology in education. These challenges in limited time result in a lack of training and professional development, which are translated into a barrier for teachers to effectively integrate ICT in the teaching and learning. Addressing these challenges needs ample time for integration, assisting teachers with continuous training, and providing equal access to digital resources.

2.4.5 Teachers' self-efficacy

Teachers' confidence in their abilities influences whether they choose to use technology or not. According to Bandura (1977), self-efficacy is how one believes in his or her own personal capabilities, and that perceived potential in performing a certain task determines performance towards that task. As a result, self-efficacy gives an anticipation of actual behavioural choices and performance (Zubkovic, 2017). It would appear that teachers' self-efficacy has to be targeted in initiatives that are meant to capacitate teachers with knowledge to integrate ICT in their instructional practices. This could be achieved through training, support, and practical experiences with technology. Enhancing teachers' self-efficacy improves their productivity and students' learning outcomes.

Further, teachers who incorporate ICT in their instructional practices are those with high levels of self-efficacy of ICT. Contrary to that, teachers who possess low self-efficacy tend to make low use of ICT in their instructional practices (Buabeng-Andoh, 2012; Play-Koro, 2012). Complimentary to that, it is said that Technological Pedagogical Content Knowledge (TPACK) improves the confidence of teachers, who believe that ICT will enhance teaching and learning, which makes them enthusiastic to use ICT in their teaching (Malik et al., 2019). According to Jasik et al. (2016), there are no initiatives taken to up-grade teachers' skills on the use of ICT in the teaching and learning of History. It appears that the prevailing stigma surrounding the use of ICTs by teachers of History in the teaching and learning could be linked to their low levels of self-efficacy regarding the use of technology.

The discussion below demonstrates the challenges and implications resulting from a lack of teachers' self-efficacy.

2.4.5.1 Teachers' self-efficacy challenges:

1. **Lack of confidence in technology skills:** Lack of self-efficacy in the form of proficiency in using ICT devices restrains teachers in using ICT (Smith & Jones, 2021). It

would seem that History teachers may question their abilities, which could be translated into a hesitancy to use ICT in the teaching and learning.

2. **Anxiety of disappointment and insufficiency:** The teachers' willingness to accept and use technology in teaching and learning is constrained by teachers' fear of failure and view of being incapable (Brown & Davis, 2022). This anxiety may be the result of a lack of training or past experiences about the intricacies of ICT integration.

3. **Limitations of resources and perceived time:** The perceptions of teachers on time and limited resources can have an effect on self-efficacy, which can hinder the use of technology (Johnson, 2023). It seems that teachers can have the feeling that using technology in the teaching and learning of History requires more time to plan and execute, increasing feelings of lack of self-efficacy.

2.4.5.2 ICT integration implications:

1. **Poor use of ICT**: According to Chen and Wang (2020), low use of ICT sources in the teaching and learning of History may be due to low self-efficacy of teachers. Evidently, teachers may abstain from using the creative teaching methodologies due to low self-efficacy, irrespective of the potential benefits of ICT in the teaching and learning of History.

2. **Hesitance to creative teaching methodologies:** As identified by Nguyen and Smith (2019), teachers may be hindered to experiment with new teaching methodologies and embrace technology due to low self-efficacy in the teaching and learning. As a result, teachers of History may stick to conventional methods of teaching, being afraid of challenges that are associated with the use of ICT tools.

3. **Reduced engagement of students and learning outcomes:** According to Lee and Kim (2021), student engagement and their outcomes are directly influenced by the self-efficacy of teachers in the teaching and learning of History. Thus, when teachers lack self-efficacy to manipulate ICT resources effectively, students may lack engagement in the History lessons, missing opportunities entangled with technology.

With reference to the above discussions, teachers' self-efficacy presents a significant barrier in the teaching and learning of History. It seems that, addressing these barriers posed by lack of self-efficacy through comprehensive strategies in the form of targeted training programs, continuous professional development, and teamwork, educational stakeholders would empower teachers to use technology in the teaching and learning of History. Therefore, by

empowering teachers with ICT skills and confidence, educational stakeholders can lay the foundation for a successful and interactive approach to teaching and learning of History through ICT integration.

2.4.6 Subject culture

There are perceived norms and values that other subjects tend to incorporate more than others. As a result, the use of ICT is more prevalent in other school subjects than others, and teachers were seen to be hesitant to incorporate technology that seemed not to be incompatible with their subjects' subculture (Goodson & Mangan, 1995; Hennessy et al., 2005). In addition to that, Zubković, et al. (2022:5) postulate that "these subject cultures also shape teachers' perceptions of ICT integration in the classroom and their attitudes about ICT in education." It can be seen that there is a need for comprehensive understanding of the norms and values shaping different subjects by educational stakeholders, as that awareness can pave the way in developing tailored approaches to support ICT integration across different subjects. In accordance with that, the training programs should address subject-specific concerns and assist with approaches that are in accord with the cultural norms of each subject.

Furthermore, Goodson and Mongan (1995) postulate that subject cultures, shaped by perceived norms and values influenced by social constructs, contribute to History teachers' reluctance to integrate ICT into their teaching. This reluctance is the result of the belief that History is all about past narratives, which has diminished the subject's perceived value to the extent that governmental support may wane. Again, the survey by European Schoolnet's (2014) science teachers discovered teachers using technology more often than teachers teaching mathematics and languages. Irrespective of global perceived usefulness of ICT learning outcomes and cultivating critical thinking in students, actual enactment of ICT in education faces challenges, including lack of resources, skills, and sufficient time. Similar challenges may be prevalent in Lesotho schools, therefore indicating further investigation to comprehend these complexities. Thus, this study aimed to investigate these issues in depth.

The reluctance to use technology in the teaching and learning of History emanates from the fear that technology might compromise the humanistic essence of History, which has made History educators particularly reluctant to adopt it (Velle, 2003; Haydn & Ribben, 2017; Jasik et al., 2016; Walsh, 2017). However, on the other hand, science teachers envisioned more benefits from using technology than other teachers, which is reflected in their more

frequent use of technology than other teachers (European Schoolnet, 2014; Zubkovic, 2022). It appears that the reluctance may emanate from the fact that History teachers have not discovered any benefits of using technology, which may be due to their lack of skills to manipulate technology to its full potential.

The discussion below highlights the challenges and implications of subject culture in the teaching and learning of History.

2.4.6.1 Challenges by culture:

1. **Norms on conventional methodologies**: Teacher-centred pedagogies associated with facial expressions and face-to-face interactions are prevalent in different cultures, and teachers seem to be attached to them (Chen & Wang, 2021). This attachment to traditional teaching methods may prohibit teachers from using and embracing technology in the teaching and learning of History.

2. **Protection of culture and authenticity:** The protection and preservation of culture and the prominence of culture can hinder the use of ICT in the teaching and learning (Nikonova & Biryukova, 2017). So, it would appear that some of the teachers and educational gatekeepers may view ICT as a threat to the protection, preservation, and authenticity of History, thus sticking to the conventional methods of transmitting historical knowledge.

3. **Socioeconomic inequalities**: UN Economic and Social Commission for Asia and Pacific (2021) postulate that inequalities on culture to access ICT resources can increase the disparities in the teaching and learning of teaching and learning. Most likely, in communities that are destitute socioeconomically, a lack of access to technology infrastructure and gadgets can limit teachers and students' ability to manipulate ICT effectively in teaching and learning.

2.4.6.2 ICT integration implications:

1. **ICT change resistance:** As identified by Zubković et al. (2022) teachers may be influenced by culture to neglect technological changes. Resultantly, cultural values that are attached to conventional teaching methodologies may hinder initiatives that are meant to integrate ICT in the teaching and learning of History.

2. **Disregard of different views:** Arango and Lustig (2022) assert that, ignorance to address disregarding of diverse cultural views, historical accounts may be constrained.

Inevitably, the teaching and learning of History may be restricted as well as intricacies to different cultural experiences strengthening prevalent narratives due to the absence of technology integration.

3. **Lack of shared learning opportunities**: According to Kinasevych (2010) learning experiences through technology may be constrained by cultural factors. It appears that teachers may face challenges in executing ICT learning opportunities that facilitate learners' engagement in the cultural context where personal success is preferred over shared achievements.

With the discussion above, it can be argued that teaching and learning History with the use of ICT devices face challenges due to cultural factors. Addressing these challenges requires a comprehensive understanding of cultural norms and values, together with targeted initiatives that enable a cultural shift towards embracing technology in teaching and learning. The gatekeepers in education should focus on equality and inclusivity in technology adoption initiatives to ensure that all students have equal access to ICT learning opportunities that enhance cultural diversity and immersive engagement with historical content. Hence, solutions to cultural constraints would enable teachers to engage critically with ICT integration in the teaching and learning of History and develop a diversity and accommodative teaching and learning about the past.

2.4.7 Curriculum alignment

There may be a lack of enough guidance or chances for using ICT tools and resources in the teaching and learning of History for the current curriculum (Crippen & Archambault, 2017a). On the same token, Lai and Pratt (2019a) posit that teachers may feel pressure to finish a wide range of historical topics within a stipulated time frame without using ICT in the instructional practices. It can be seen that aligning the curriculum is of great significance for successful integration of ICT in the teaching and learning of History. Nonetheless, challenges emerge as a way to align the History curriculum with the ICT initiatives with the current curriculum, therefore constraining successful integration.

It is said that aligning the curriculum with the ICT initiatives plays a significant role in the teaching and learning of History. Though, there are some encounters when trying to align the History curricula with ICT initiatives. The discussion below discusses the challenges and implications of the curriculum alignment.

2.4.7.1 Curriculum alignment challenges

1. **Lack of supervision on curriculum standards**: As highlighted by Bolick et al. (2020), limited supervision on curriculum standards emerges as a significant barrier in the teaching and learning of History. Probably, without clear standards and guidelines, History teachers may struggle to integrate ICT successfully in their instructional practices.

2. **Rigid curriculum structures**: According to Crippen and Archambault (2017b), the rigidity of many History curricula pose a threat when having to integrate new technologies. Expectedly, History teachers may face problems adjusting to the current lesson plans and assessments to use ICT initiatives.

3. **Lack of exposure of ICT skills**: Miller (2019b) argues that some History syllabi put emphasis on content knowledge, overlooking the development of crucial ICT skills. Subsequently, that would disadvantage students on the potential to acquire digital literacy skills that would help them navigate the digital world.

2.4.7.2 ICT integration implications

1. **Difficulty in ICT integration**: According to Dexter and Anderson (2018c), the ICT activities and the curriculum of History may not align, making it difficult to integrate ICT in the teaching and learning of History. Hypothetically, History teachers and educators may feel daunted to use ICT in their instructional practices if they view it as mismatching the current curriculum requirements.

2. **Failure to benefit from realistic learning**: Koenig and Harris (2017b) contend that failure to benefit from authentic learning would be the result of curriculum alignment challenges. It would appear that technological tools and resources provide relatable learning experiences as they allow students to familiarise themselves with primary sources, work collaboratively with their peers, and develop their own historical knowledge.

3. **Developing inequality in digital skills**: According to Hawkins and Pea (2017), in the absence of clear adoption of ICT into History curricula, there is a danger of perpetuating the digital divide gap amongst students. It seems that students in disadvantaged schools may lack ICT skills essential for navigating the modern digital world.

As demonstrated by the discussion above, the successful incorporation of ICT in the teaching and learning of History is determined by curriculum alignment. However, the successful implementation of ICT in teaching and learning is hampered by limited guidance in

curriculum standards, rigid structures, and a lack of exposure to ICT competencies. So, coming up with a solution to these constraints needs collaborative initiatives among policymakers, curriculum designers, and teachers.

2.4.8 Pedagogical Issues

The integration of ICT in the teaching and learning of History is marginalized by the failure to adjust to conventional methods of teaching by History teachers, thus struggling to use it in their instructional practices (Hakkinen et al., 2018). Again, Sheppard (2020) argues that there is a concern by History teachers as to whether ICT will enhance teaching and learning of History, comparing it to conventional methods of teaching. No wonder why History teachers are resistant towards the integration of ICT in their instructional practices.

It can be seen that educational strategies determine the successful integration of ICT in the teaching and learning of History. Despite that, different teaching methods, if not applied well, can constrain the successful integration of ICT in the teaching and learning of History. Thus, the literature review below discusses the challenges and implications of barriers that are entangled with pedagogical issues.

2.4.8.1 Instructional challenges

1. **Resistance to change**: One of the significant impediments to the use of technology in the teaching and learning of History is teachers' reluctance to change (Dutke et al., 2019). It seems that some History teachers may be hesitant to integrate ICT in their instructional practices, sticking to traditional methods of teaching.

2. **Struggle to adjust pedagogical approaches:** According to Hakkinen et al. (2018), the integration of technology in the teaching and learning of History, ICT into History necessitates History teachers to adjust their teaching methodologies. Nevertheless, the existing pedagogical approaches may pose a threat to some teachers while trying to adjust to using ICT.

3. **Questioning efficiency of ICT-based strategies:** History teachers tend to question the success of ICT in the teaching and learning of History (Sheppard, 2020). There may be concerns about the perceived usefulness of ICT gadgets by the teachers as to whether ICT resources will foster critical analysis and historical thinking.

2.4.8.2 ICT integration implications

1. **Lack of ICT use**: Lack of ICT integration in the teaching and learning of History can hamper instructions (Hicks & Tsurusaki, 2018b). Resistance to change of teachers may emanate from the concerns about its efficiency in the History classrooms.

2. **Neglected possibilities for interactive learning**: Interactive learning may be ignored due to instructional obstacles (Lai & Pratt, 2019a). The technology devices provide students with prospects for interactive learning, thus enabling students to engage with historical content deeply; however, teachers' reluctance to change may miss these opportunities for harnessing ICT benefits.

3. **Effect on active learning**: As identified by Bolick et al. (2020), students' active learning and motivation can also be influenced by pedagogical issues. As a result, not incorporating ICT in the teaching and learning of History can demotivate learning from studying History.

It would seem that pedagogical issues emerge as barriers to successful integration of ICT in the teaching and learning of History. This is due to resistance to change by History teachers, struggle to adjust to innovative teaching strategies, and questioning of the perceived usefulness of ICT in the teaching and learning of History. For that reason, finding a solution to these barriers necessitates the provision of essential support, professional development, and resources so that teachers can assertively incorporate technology in the teaching and learning of History.

2.4.9 Factors on attitudes

The attitude of teachers is very significant in the teaching and learning of History, as that attitude may be a barrier towards the integration of ICT in the classroom because it determines the acceptance or rejection of teachers towards ICT (Dutke et al., 2019). Further, Hicks and Tsurusaki (2018c) postulate that the attitude of teachers plays a significant role in the teaching and learning of History because some teachers may view ICT as useless, sticking to the traditional approaches of teaching. This being the case, it seems like there is no way History teachers can integrate ICT in their instructional practices if their attitude is not favourable towards it.

The discussion below provides a detailed discussion on the challenges and implications of attitude in the adoption of ICT in the teaching and learning of History.

2.4.9.1 Challenges on attitudes

1. **Reluctance to change**: History teachers' reluctance to change emerges as an obstacle to ICT integration in the teaching and learning of History (Dutke et al., 2019). It would appear that more or less History teachers have deep-rooted beliefs about the power of conventional teaching methods, hence perceiving ICT integration as irrelevant in their pedagogical practices.

2. **Observed significance of ICT**: According to Hicks and Tsurusaki (2018), the view that ICT is inappropriate to teaching and learning History is a challenge. It seems the applicability and relevance of ICT may be a concern to some of the History teachers and educational gatekeepers because habitually, History relies on textual analysis and critical thinking.

3. **ICT anxiety**: As identified by Hakkinen et al. (2018), the inability to manipulate ICT tools efficiently due to a lack of confidence results in ICT anxiety. Consequently, this anxiety may result in an unwillingness to embrace ICT in the teaching and learning of History.

2.4.9.2 ICT integration implications

1. **Insufficient exploitation of ICT**: Sheppard (2020) states that insufficient exploitation of ICT in the teaching and learning of History is the result of attitudinal constraints. It would appear that teachers who have negative attitudes towards ICT may possibly not manipulate ICT resources in their instructional practices, failing to harness the potential benefits of ICT resources.

2. **Lack of creativity and innovation**: Creativity and innovation can be suppressed by attitudinal factors in the teaching and learning of History (Bolick et al., 2020). Seemingly, the teachers who view ICT as appropriate or who are resilient to change are less likely to integrate ICT in the teaching and learning of History.

3. **Effect on active participation of students**: According to Lai and Pratt (2019b), active participation of students can be affected by teachers' unfavourable attitudes towards ICT integration. Resultantly, teachers may rely much on conventional approaches, making students less motivated and interested in studying History.

As evidenced by the discussion above, the attitudes of teachers emerge as a significant barrier in the teaching and learning of History. It appears that History teachers' readiness to use ICT in their teaching practices is constrained by reluctance to change, perceptions that ICT is not

relevant in History teaching, and anxiety about ICT tools and resources. Proving solutions to these barriers needs initiatives that target to develop the favourable attitude of teachers towards ICT, provide teachers with professional development to enhance and upgrade their skills on ICT, and show teachers the value and benefits of using ICT in the teaching and learning of History.

2.5 Perceptions and views of teachers towards the incorporation of ICT in the teaching and learning of History

2.5.1 Positive perceptions

The perceptions in this study reflect how teachers view and understand information and communication technology (ICT). The views or perceptions of teachers differ from one individual teacher to the next. The section will start with positive views and then negative perceptions and views.

The most important people in the classroom are the teachers, and how and what they teach is greatly influenced by their perceptions. It is argued that instructors' perspectives influence their pedagogical practices, which in turn influences how ICTs are used in the classroom to a greater extent (Boadu et al., 2014). Similarly, Gulbahar and Guven (2008) concur that integration of new technologies in teaching and learning is shaped by teachers' attitudes and perceptions, teachers' personal experiences, and the experiences of students they are teaching. Seemingly, it can be argued that the perceptions and attitudes that teachers hold towards ICT devices have an effect on the successful implementation of ICT in the teaching and learning of any subject.

Furthermore, Gulbahar and Guven (2008) investigated the attitudes of social studies teachers regarding the utilisation of technology. The findings of the study demonstrated that teachers held the belief that technology would be beneficial to them, despite their lack of proficiency in its application. Again, in the study conducted by Rosa (2016) that was aimed to examine the attitudes, experiences, and views of experienced and less experienced teachers teaching languages on the integration of ICT in second language teaching and learning, the findings discovered that, despite teachers' experience, they showed positive attitudes and perceptions of the potential benefits of ICT on students learning outcomes. However, some of the teachers with less experience viewed ICT as wasting time.

Moreover, Jatileni and Jatileni (2018), in their study that was exploring how teachers view the integration of ICT in instructional practices, discovered that teachers recognised the

perceived usefulness of ICT in the teaching and learning enabling education to happen at any time at any place. On the same token, the results of Waiganjo and Paxula (2020) confirmed that teachers had favourable perceptions and portrayed a comprehensive understanding of the potential benefits of ICT in teaching and learning. Nonetheless, it has to be articulated that having positive perceptions does not necessarily mean teachers will integrate ICT into their instructional practices, as it is more needed to translate those positive perceptions into the actual implementation of ICT in the classroom.

Another is that it was discovered that teachers have held positive views regarding the adoption of ICT in teaching and learning of History, viewing the potential benefits of ICT in terms of motivating students and enabling students' collaboration with their peers. In line with that, Mahdum and Safriyanti,'s (2019) findings confirmed that teachers had positive perceptions on the potential benefits of ICT and as an effortless resource. Teachers have a feeling that ICT can make learning engaging, motivate students, develop positive attitudes, and make learning more interesting and fun.

Further, Knezek and Christensen (2019**)** conducted a study that aimed to explore the views of History teachers on the importance and challenges of the use of ICT in the teaching and learning of History. The study found out that despite teachers having favourable perceptions on the perceived usefulness of ICT in improving students' academic performance and active participation, they encountered challenges such as lack of ICT resources, lack of professional development, and questioning of ICT integration in the teaching and learning of History. Teachers showed that there is a need for continuous professional development tailored for adoption of ICT and support of school management to address these challenges.

Moreover, Chan and Lee (2018) carried out a qualitative study that purported to examine the attitudes of History teachers toward the integration of ICT in the teaching and learning of History. The study included History teachers from different schools, selected through purposive sampling for qualitative interviews. The study has drawn on the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT). The findings of the study established that there were a series of teachers' attitudes ranging from interest that technology would improve History teaching and learning to scepticism of its irrelevance and fear that students would be dependent on it. Teachers highlighted that there is a need for professional development and teamwork to successfully integrate ICT in classroom practices.

In addition to that, in a mixed-methods study conducted by Chen and Wang (2021) using Technological Pedagogical Content Knowledge (TPACK) as a framework to explore the views of History teachers on the use of ICT in the teaching and learning of History, it was discovered that, even though teachers acknowledge the benefits of ICT in the teaching and learning of History, they faced barriers such as lack of ICT resources, lack of training, and anxieties and concerns about ICT in the teaching and learning of History. Again, in addressing the barriers, teachers highlighted a need for continuous professional development, providing ICT tools of good quality and administrative support for them to successfully integrate ICT in the teaching and learning of History.

Then again, the results of Jansen et al. (2016) showed that there are differences in the views of teachers and practices based on integration of ICT due to personal beliefs about the use of ICT in the teaching and learning of History, educational policies, and resources in schools. Their study was examining the attitudes of teachers of History in the teaching and learning of History across different European countries. Teachers suggested that there have to be explicit guidelines, teacher support, and connected networks to improve the use of ICT in the teaching and learning of History at the local and international level.

Additionally, the qualitative study by Pelikan and Veas (2015) that employed TPACK as a framework and purposive sampling to select the participants discovered that teachers have positive perceptions on the use of ICT in the teaching and learning of History. However, they lamented that there are challenges to the integration of ICT such as lack of ICT resources, limited training, and anxieties about the value of ICT in the teaching and learning of History. They were examining the attitudes and implementation of ICT in the teaching and learning of History. Teachers highlighted the need for continuous professional development, teamwork, and administrator support to successfully integrate ICT in the teaching and learning of History.

In the same way, the research conducted by Albion and Ertmer (2005) that employed a mixed-methods research approach to investigate what influences teachers to use ICT in the teaching and learning of History in Australia. The study was underpinned by the Unified Theory of Acceptance and Use of Technology (UTAUT). The study discovered that different factors influence teachers' adoption of ICT in teaching and learning, such as their individual beliefs, contextual factors, and the perceived usefulness of ICT in the teaching and learning of History.

Also, Mokhtari and Sheybani (2016) conducted a quantitative study that employed Substitution, Augmentation, Modification, and Redefinition (SAMR) as an underpinning theory to explore the attitudes of History teachers towards integration of ICT in the teaching and learning of History in Iran. The findings of the study established that the majority of teachers acknowledged the benefits of ICT in teaching and learning, but there are challenges that are hampering ICT integration, such as lack of ICT resources, lack of professional development, and concerns about the relevance of ICT in upholding historical truth and authenticity using ICT. Teachers showed a need to align the curriculum with technology, training, and providing ICT resources to support successful integration of ICT in the teaching and learning of History.

As well, Voogt et al. (2017) conducted a comparative study across several European countries that purported to examine the views of teachers on the use of ICT in the teaching and learning of History. The study employed TPACK as a framework for the study. The findings of the study revealed that the views of teachers varied significantly on ICT integration due to factors like the infrastructure of the school, individual beliefs, and educational policies. Then again, teachers emphasised that there have to be explicit guidance, a joint network, and continuous professional development for them to integrate ICT effectively.

Basically, the teachers' perceptions and attitudes on the integration of ICT in the teaching and learning of History vary significantly due to various factors, including individual experiences, training, access to resources, and perceived potential benefits of ICT in the teaching and learning of History. Generally, the perceptions of teachers determine their instructional practices, which in turn affect how ICT is manipulated in the classroom. Regardless of varying levels of ICT skills, teachers basically held positive perceptions on the integration of ICT in the teaching and learning of History.

Nonetheless, challenges like lack of ICT resources, limited training, lack of professional development, and concerns about the relevance of ICT in maintaining the accuracy and authenticity of History emerged as barriers to the successful integration of ICT in the teaching and learning of History. Teachers suggested more professional development, providing equal distribution of ICT resources and administrators support to address the barriers to ICT integration. Teachers' perceptions seemed to vary across countries on ICT integration due to educational policies and resources that are available in schools. Teamwork

among teachers in schools and explicit guidelines are seen as significant for successful integration of ICT in the classroom at local and international levels.

2.5.2 Negative perceptions

Without ICT in the classroom, teachers are allegedly not as effective. In a study investigating teachers' feelings about ICT integration in History classes, Banda et al. (2020) found out that teachers believed using ICT for teaching and learning of History portrayed them as overly dependent on technology. Instructors made the case that rigorous historical study must be done by using reliable secondary and primary sources. The findings of Sandhortz's (2016) study are in agreement with those of Banda et al.'s (2020), as they revealed that teachers believed that ICT integration was unreliable, especially for those who were unable to differentiate between facts and opinions.

2.5.2.1 ICT makes learners misbehave

Teachers agreed on the usefulness of technology in the classroom. However, they argued that learners can react negatively to it in the process of teaching and learning (Santos & Castro, 2021). Further, the teachers argued that it can promote cheating as learners, when given assignments, can just cut and paste information from the internet. Again, learners may be tempted not to look for academic stuff and find themselves using social platforms such as WhatsApp, Facebook, Yahoo, and Twitter, as well as watching pornography during the lesson, not paying attention to what is being taught, resulting in a change of behaviour and attitude (Banda et al., 2020).

It can be seen that History teachers should find a middle ground in integrating ICT successfully while reducing abuse and disruption among students. There seems to be a need for efforts that enhance digital literacy among students, equipping them with skills on the responsible use of ICT and online moral behaviours. The appropriate use of technology by students for educational purposes and setting clear expectations and boundaries are what teachers need to do. This shows how important teachers are to the successful implementation of ICT integration in the classroom.

2.5.2.2 ICT integration wastes time in the classroom

Instructors view ICT as time-wasting. Since most teachers who use technology in the classroom spend the majority of their time on PowerPoint presentations and are unable to create a platform where students can express themselves or participate in class activities, teachers view the usage of ICT as a waste of time (Banda et al., 2020). In a similar vein,

Becta (2004) mentions that instructors' time constraints have an impact on their productivity, as evidenced by the fact that certain ICT devices take longer to operate. These include time spent figuring out where to find the internet and gadgets, planning courses, investigating and practising technology use, and resolving issues with it while instructing. Complementary to that, Rosa (2016) echoes the same thing: novice teachers viewed the use of ICT as time-consuming and did not call for more knowledgeable manipulation of technological devices.

It would seem that ongoing professional development programs play a significant role in equipping teachers with essential ICT skills for successful integration of ICT in the teaching and learning of History. Educational institutions and schools are required to provide equal distribution of ICT resources and support systems that rationalise the use of ICT, reduce technical constraints, and provide consistent help to teachers on the use of ICT. By inspiring instructional revolutions through interactive methodologies, technology has the potential to help teachers revolutionise classroom experiences.

2.5.2.3 Time allocation for History subjects is short to use ICT

The findings of Banda et al. (2020) also revealed that teachers viewed the forty minutes allocated for History as too short for the incorporation of ICT when teaching topics such as Adolf Hitler and Benito Mussolini, whose content is too broad. As a result, teachers preferred to use traditional teaching methods as they save time, no matter how important ICT is to instructional practices' effectiveness. In the same way, Akram et al. (2022) accentuate a similar view that teachers do not get enough time to make efficient use of ICT.

The implication is that, for successful implementation of ICT integration in the teaching and learning of History while ensuring coverage of historical topics, there has to be a revision of curriculum guidelines to enable flexible time allocation. Again, providing teachers with directed professional development can empower teachers with the skills to manipulate ICT gadgets within controlled time periods. By allocating ICT resources and providing technological infrastructure, educational stakeholders and schools could enable smooth ICT integration in the teaching and learning of History.

2.5.2.4 ICT is difficult to incorporate

Teachers claimed that, due to their limited training to use ICT during their professional development, the incorporation of ICT seems to be a problematic issue for them. Then again, Ghavifekr et al. (2014) assert that it is difficult to incorporate ICT, especially for both teachers and learners, if there are no resources for students to use at home on their own and at

school. Subsequently, this also affects their confidence to teach learners with ICT in the classrooms (Banda et al., 2020). Teacher training institutions should prioritise ICT training and incorporate modules on ICT usage into their programs.

Tentatively, addressing the issue of lack of training and lack of resources is very important for the efficient use of ICT in the teaching and learning of History. There have to be practical initiatives within teacher training institutions to better prepare History teachers for integrating ICT into their instructional practices as a revolutionary tool in teaching and learning of History.

2.6 Empirical review

Several studies on integrating ICT in teaching and learning, including one conducted in Lesotho, have been conducted. Once more, research (Bell & Barr, 2023; Banda et al., 2020; Fita, 2017; Ghavifekr & Rosdy, 2015; Hong, 2016; Makuru, 2020; Mensah & Osman, 2022; Phiri, 2016; Saidu & Alabi, 2020) has been done on how educators feel about using ICT to teach and learn History and other disciplines. However, it appears that research on teachers' opinions of incorporating ICT into History teaching and learning in the context of Lesotho is limited. In addition, some of these studies are outdated; therefore, only relevant and pertinent studies will be reviewed for the sake of this investigation. .

To start with, Hong (2016) conducted a study in the United States of America to investigate the perspectives of social studies instructors on the integration of ICT. The study employed a qualitative methodology, generating data through semi-structured interviews and in-person interviews with open-ended questions. Twenty-three social studies teachers made up the study's sample. The study's conclusions showed that most educators had favourable opinions of ICT as a teaching tool and desired to learn more about it so they could utilise it in the classroom more successfully. Nonetheless, they determined that the main obstacle to their use of ICT in the classroom is the dearth of ICT resources. The study also discovered that instructors lacked sufficient time to understand and use ICT and that there was a shortage of ICT gear.

Moreover, Bell and Barr's (2023) study, which looked into the obstacles to integrating technology into A-level History classes on the Northern Island, found out that the use of technology in these classes was moderate, with first- and second-level barriers preventing further integration. The research found that teachers perceived insufficient resources, inadequate computer access, and a shortage of student devices as impediments to using ICTs

in instructional practices. However, the survey also revealed that History teachers appear to be reluctant to use technology in their lessons, preferring to stick to more conventional teaching techniques.

Ghavifekr and Rosdy (2015) also conducted a study in Kenya that explored the attitudes and challenges faced by teachers in integrating ICT tools into their classrooms. The study employed a qualitative research approach. The study revealed that, while many teachers acknowledged the potential benefits of ICT in education such as enhancing student engagement and facilitating access to diverse resources, they also encountered obstacles such as limited access to ICT infrastructure and inadequate training. The study shed light on the complexities and opportunities associated with incorporating ICT into teaching, offering insights for educators and policymakers seeking to promote effective strategies.

Mensah and Osman (2022) also carried out a study in Ghana to find out how social studies instructors in the New Juaden Municipality felt about using ICT to enhance social studies instruction. The study was quantitative and adopted a descriptive survey design. A sample of 107 social studies teachers was used. The data-generating instrument was a questionnaire. The study established that integrating ICT into classes improves student engagement, variety, and presentation. However, resources like computers, printers, internet access, and overhead projectors are scarce in classrooms, and opinions about ICT usage are predicted by age.

Banda et al. (2020) carried out research in Zambia on teachers' views on ICT integration in History. The study adopted a mixed-methods approach, whereby a descriptive research design was used. The sample of the study was made up of 52 participants, comprising all sections of History, and teachers of History and ICT in four secondary schools. The research tools that were used to generate data were the questionnaire and the semi-interview guide. The outlined study found out that many instructors are unfamiliar with ICT resources and lack training in ICT-mediated methods. The study also revealed that 87.5% of teachers are not trained in ICT-mediated methods, and only 12.5% are equipped with basic ICT skills. Some teachers believed that integrating ICT into History lessons is a waste of time, encourages laziness, and is challenging. In Lesotho, History lessons are typically 40 minutes long, making it difficult for teachers to incorporate ICT into their teachings.

Also, Saidu and Alabi (2020) conducted a study on History teachers' perceptions of using ICT facilities in secondary schools in Ilorin Metropolis, Nigeria. The study adopted a quantitative research approach whereby a descriptive survey type was used. The population

of the study amounted to 345, which was selected at simple random. The facility questionnaire was used to collect data. The study demonstrated that the use of ICT facilities positively impacts teaching and learning of History by easing instructional presentations, enhancing teachers' psychomotor domain, and effectively retaining students' knowledge of historical issues and events.

Phiri (2016) carried out a study with the aim of determining how students and teachers felt about using ICTs in the classroom to teach and learn mathematics. The research employed a mixed-methods approach, utilising a descriptive research design. Interviews and questionnaires were the tools utilised to collect the data. Findings suggest that ICTs are beneficial for both teachers and students, but obstacles like a lack of resources, an unsupportive curriculum, high costs, and an internet connection hinder integration. The report further suggests encouraging alternative ICT resources like radios, TVs, CDs, DVDs, overhead projectors, and movies and allowing sufficient time for students to learn theory and practice.

Filita (2017) conducted a study in South Africa to explore teachers' perspectives on integrating ICT in Sesotho education. The study used several case studies and a qualitative research methodology. The study purposively selected 53 secondary teachers who teach Sesotho. The frameworks of constructivism and theoretical pedagogical content knowledge (TPACK) guided the study's execution. The study found out that teachers' use of ICTs in Sesotho education is influenced by the accessibility of tools and a lack of technological knowledge. Further, mobile phones are considered beneficial for sharing information and enabling education outside the classroom. However, a lack of information on operating gadgets hinders the application of ICTs in Sesotho education.

Finally, Makuru (2020) examined the perspectives of biology teachers in Lesotho regarding the use of ICT in classroom instruction. The study used a non-experimental, descriptive survey with a quantitative technique. Systematic random sampling was used to choose the 107 study participants who made up the sample. Technological Pedagogical Content Knowledge (TPACK) served as the foundation for the aforementioned investigation. The study showed that teachers acknowledged the importance of ICT in teaching biology and had adequate access to technology resources. The most commonly used ICTs were printers, computers, mobile phones, and flash drives. However, most teachers were reluctant to adopt

learner-centred, ICT-aided instruction due to outdated teaching techniques and a lack of competence.

2.7 Gap appraisal

Although there are numerous studies depicted in the empirical literature above, it appears that there are limited studies based on teachers' perceptions of integrating ICT into the teaching and learning of History in the context of Lesotho. The studies that are conducted around this area in Lesotho have explored teachers' perspectives on integrating ICT in biology and other science courses. Therefore, it is necessary to close the gaps and expand on the body of knowledge already available on the subject. In light of the location and economic context of the study, it would be quite important.

2.8 Summary of the chapter

This chapter critically examined the related literature of teachers' perceptions on the integration of ICT in the teaching and learning of History. The reviewed literature is made up of key themes comprising the factors that influence teachers' perceptions in the teaching and learning of History. This theme was made up of sub-themes including availability and accessibility of ICT resources, computer self-efficacy, professional development, ICT competence, leadership support, teachers' attitude towards ICT, technical support, ICT user friendliness, teacher workload, levels of education of teachers, teachers' experience, age, and gender.

In addition to that, the other key themes that were discussed in the review of related literature include the significance of ICT in the teaching and learning of History, the barriers to the integration of ICT in the teaching and learning of History, and the perceptions of teachers towards ICT integration in the teaching and learning of History. The last section of this chapter outlined the empirical literature related to teachers' perceptions on the integration of ICT in the teaching and learning of History, as well as identifying the gaps that this study intends to address. Therefore, the following Chapter 3 presents the methodology used to carry out this research.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

The purpose of this study was to explore teachers' perceptions of ICT integration in the teaching and learning of History in the context of Lesotho. The previous chapter reviewed related literature on factors influencing teachers' integration of ICT in the teaching and learning of History, the views of teachers on ICT integration in the teaching and learning of History, and why teachers view ICT the way they do. Therefore, this chapter presents the methodology used for data generation and analysis. It comprises research paradigm, research approach, research design, population and sampling techniques, procedure for data generation, data generation instruments, data analysis methods, trustworthiness, and ethical considerations.

3.2 Research paradigm

The study was underpinned by the interpretivist paradigm to explore teachers' perceptions on ICT integration in the teaching and learning of History. According to Bryman (2016), interpretivism paradigm emphasises the importance of understanding the problem through subjective lens of individuals involved. Similarly, Denzin (2017) postulates that this paradigm views reality as constructed and interpreted by individuals based on their unique cultural, historical, and social contexts. That is to say, this paradigm assumes that reality is relative and subjective (Tanvir et al., 2024).

Instead of revealing universal laws or aiming for objectivity, the interpretivist researcher aim to explain the meanings and interpretations that individuals attribute to their experiences (Denzin, 2017). In the context of this study, I engaged immensely with the participants to get their own view points and their interpretations about the use of ICT in the teaching and learning of History.

The interpretivist paradigm gives a thorough understanding to the problem under investigation through the qualitative research tools that it employs (Scotland, 2012). In support, Creswell and Poth (2018) affirm that interpretivist methodologies such as interviews, participant observation, and textual analysis, facilitate generation of detailed and nuanced insights into individuals' experiences, beliefs, and behaviours. Within the milieu of this study, only interviews were employed and they enhanced in-depth exploration and comprehensive understanding of the teachers' perceptions on ICT integration in the teaching and learning of

History. As a result, I found this paradigm to be of great significance as the study aimed to get a comprehensive understanding of History teachers' perceptions on the integration of ICT in teaching and learning.

Furthermore, this paradigm highlights the need to comprehend the context, encouraging researchers to take into account the wider social, cultural and historical contexts where the problem occurs (Scotland, 2012; Tanvir et al, 2024). With that, the interpretivist paradigm allows the researcher to situate the research within its context, hence enabling holistic view. As a result, it enabled me to grasp the complexities inherent in social phenomena. This helped me to employ theoretical underpinnings such as TAM and RAT to consider social, culture and historical contexts of teachers that would contribute to teachers' perceptions towards ICT integration in the teaching and learning of History. The paradigm informed the study that the realities of teachers differ depending on their own contexts. Further, the paradigm informed the study that participants' perceptions may also differ due to different orientations and contexts.

Moreover, I chose this paradigm for its flexibility. Contrasting from positivist approaches that adhere to rigid research designs, interpretivism allows for adaptability and exploration of unexpected findings (Creswell & Poth, 2018). This study confirmed this, as this paradigm allowed me to adjust my research tools. For instance, the pre-planned focus group discussions were difficult to employ and I shifted to convenient telephone interviews to generate data. Moreover, this flexibility empowered me to delve deeper into teacher' perceptions towards ICT in the teaching and learning of History and pursue emergent avenues of inquiry, thereby fostering a more dynamic and responsive research process.

Additionally, this paradigm is associated with working closely with the participants, allowing them to share their views and shape the research process (Denzin, 2017). This participatory approach can lead to more meaningful and empowering research outcomes, particularly in studies involving marginalised or under-represented groups. Further, the paradigm was found appropriate as it advocates that the researcher is the one who gives meaning to the data being generated by thinking critically to interpret it (Žukauskas et al., 2017). The adoption of this paradigm enabled me to allow participants to share their own experiences concerning integration of ICT in their respective schools without making assumptions.

Further, I found the paradigm worthy as it informs the study that, in order to get in-depth data, there has to be openness in the research tools (Scotland, 2012). The interpretations that I

made were based on the interactions with the participants. Adopting this paradigm means that the data generated cannot be generalised and will rely on the specific context of the chosen schools. I found this paradigm appropriate for this study, as I wanted to understand the subjective reality of teachers from their own point of view.

Finally, interpretivism is appropriate for studying the problem that is complex that goes beyond simple explanations (Bryman, 2016). Correspondingly, interpretivist paradigm focuses on understanding the subjective meanings and interpretations that individuals assign to their experiences; interpretivist research provides valuable insights into the intricacies of human behaviour and society (Bonache & Festing, 2020). In addition to that, Scotland (2012) states that interpretivism acknowledges the subjectivity of researchers and embraces it as strength rather than a limitation. Thus, recognising biases and perspectives, I engaged in reflexivity, critically examining how his background influenced the research process and findings. This self-awareness enabled me to enhance the credibility and transparency of the research.

3.3 Research approach

The study adopted a qualitative research approach, which concerns the utilisation of non-numerical data to gain insights and employs words to describe phenomena (Creswell et al., 2015). Similarly, Cohen et al. (2018) assert that qualitative research aims for a deeper understanding of a subject rather than focusing solely on numerical data. Additionally, Barrett and Twycross (2018) state that qualitative research, being multi-method, involves an interpretive, naturalistic approach to the subject under investigation. Further, Elhami and Khoshnevisan (2022) emphasise that qualitative research studies phenomena in their natural settings, attempting to interpret them in terms of the meanings people attribute to them.

The goal of the qualitative technique is to comprehend complex realities and the significance of actions within specific contexts. The researcher acts as both a participant and subject of inquiry in qualitative research investigations (Cohen et al., 2018). This approach aims to generate comprehensive and illustrative data to understand various aspects of the studied issue. Consequently, qualitative research focuses on understanding and explaining the dynamics of social relations while addressing aspects of reality that defy quantification (Gautam & Gautam, 2023).

On this basis, this approach was deemed suitable for the current study, as it sought an in-depth understanding of History teachers' perceptions regarding the integration of ICT in

teaching and learning History. This research approach was particularly appropriate as it is exploratory in nature (Clark & Cresswell, 2015). There was no predetermined plan; rather, I remained open to anticipated discoveries and adjusted to them accordingly. This flexibility facilitated a deeper understanding of teachers' subjective realities regarding ICT integration due to the openness afforded by the research tools I employed.

The qualitative research approach is applauded for producing detailed descriptions of participants' feelings, opinions, and experiences, as well as interpreting the meanings behind their actions (Rahman, 2017). Therefore, I utilised this approach to gain a deeper understanding of the phenomenon and to understand teachers' experiences within specific settings as advocated by Chalhoub-Deville and Deville (2008). Qualitative research, being interdisciplinary, encompasses a wide range of epistemological viewpoints, research methods, and interpretive techniques for understanding human experiences (Rubin & Rubin, 2011). Indeed, qualitative research approach enabled me to find different views of teachers based on their experiences on the integration of ICT in the teaching and learning of History.

According to Gautam and Gautam (2023), the qualitative research approach yields comprehensive accounts of participants' emotions, viewpoints, and experiences, while aiding in comprehending the human experience within particular contexts. Subsequently, this interdisciplinary approach enabled me to employ a broad range of epistemological stances, research methodologies, and interpretative strategies to comprehend teachers' experiences.

Furthermore, the qualitative research approach enhances the comprehension of the voices, meanings, and occurrences of diverse individuals (Creswell et al., 2015), using the interpretations of various events as its knowledge source (Richardson, 2012). For that reason, it enabled me to delve into participants' inner experiences and understand how meanings are shaped by and within culture as suggested by Corbin and Strauss (2008).

Researchers engage directly with participants during data generation, for example, through interviews, resulting in detailed and subjective data (Cohen et al., 2011). As a result, the present study confirmed this assertion as I was able to engage with my participants through one-on-one interviews and got to see their facial expressions and utterances. That gave me deeper understanding of their perceptions on the use of ICT in the teaching and learning of History. It is adaptable such that it can be built and dismantled to make complex challenges easily understandable (Maxwell, 2012). This research confirmed that, as the focus group interviews that were hoped will be useful, encountered barriers to employ because teachers

were always busy so I had to resort to telephone interviews to access teachers at their convenient schedules.

Despite its benefits, the qualitative research approach has its limitations. It heavily relies on the researcher's interpretation, potentially introducing bias (Cohen et al., 2018). To address this challenge, I maintained reflexivity by acknowledging my biases and preconceptions. Additionally, enhancing credibility and minimising bias can be achieved through techniques such as triangulating theories and incorporating different forms of interviews to generate data (Denzin, 2017). This was the case within the context of this study as I employed two theories being RAT and TAM to minimise my prejudices and uphold the credibility of this study.

Findings obtained from qualitative research approach lack generalisation to the wider populations because it employs small samples and it relies on specificities (Harry & Lipsky, 2014; Lam, 2015). The current study confirms this, because the results of this study are depended within the context where the study was conducted because of the limitations like small sample size that I used which comprised five History teachers from five secondary schools. I enhanced transferability by providing rich descriptions of research settings and participants as suggested by Palinkas et al. (2015).

Moreover, this research approach can waste time and resources especially during data generation and analysis (Clark & Cresswell, 2015). That was the case with this study as I encountered the very same thing however I resolved this by employing efficient data collection methods such as one-on-one interviews and telephone interviews. In addition to that, I used ATLAS.ti software tool for data management and analysis. According to Creswell and Creswell (2017) and Miles et al. (2020), the maintenance of trustworthiness of the findings is of great significance. Thus, I enhanced credibility of this study by employing techniques like member checking and peer review of data analysis, which enhanced the credibility of the findings.

Finally, qualitative approach may neglect contextual factors and focus excessively on meanings and experiences (Tuohy et al., 2013; Wilson, 2014). To address this, I situated this research within relevant theoretical frameworks and provided detailed descriptions of the research context. I also approached the research with sensitivity to cultural nuances and differences, critically reflecting on my biases, assumptions, and positions within the research context as proposed by Richards and Richards (1994).

3.4 Research design

A research design entails the steps followed for data extraction, analysis, interpretation, and reporting in research studies (Boru, 2018). Furthermore, it provides a framework for conducting research from initiation to completion. The study employed a case study design. According to Heale and Twycross (2018:1), a case study is "an intensive, systematic investigation of a single individual, group, community, or some other unit in which the researcher examines in-depth data relating to several variables."

Case studies offer a means to examine complex situations involving multiple variables. They are particularly valuable for expanding knowledge within a field, challenging established theoretical beliefs, and fostering creativity. Additionally, they may serve as a useful complement to or substitute for focus group techniques. However, drawing broad inferences and conclusions can be challenging, especially when only a limited number of case studies are considered (Creswell & Creswell, 2017).

The type of case study adopted in this study is a multiple-case study design. I used the cases of five different secondary schools in Maseru district as my cases for this current research, specifically to explore teachers' perceptions regarding the integration of ICT in History teaching and learning across the five high schools. As defined by Stake (1995), multiple case studies involve an in-depth investigation of two or more cases sharing common characteristics or themes to gain insights into a particular phenomenon or issue. This approach enabled me to understand the unique qualities and contextual factors of each case while also identifying patterns or relationships across cases. Moreover, it is employed when the study involves multiple cases with differing contexts (Baxter & Jack, 2008). That was the case in the context of this research because the contexts of the secondary schools that were used as cases differed significantly.

As has been described by Vohra (2014), a multiple-case study is the detailed examination of multiple instances or issues, allowing for the exploration of diverse perspectives and contexts within a research study. Again, Stake (2006) defines it as a methodological approach focusing on the in-depth exploration of several individual cases within a single study, treating each case as a holistic entity. Accordingly, I studied cases of different secondary schools exploring the diverse views of different teachers from those different secondary schools. This approach facilitated the examination of patterns, similarities, and differences across cases to generate comprehensive understandings of phenomenon.

Multiple case studies enabled me to explore phenomena from various perspectives, providing a comprehensive understanding of their complexities and nuances as highlighted by Robert and Yin (2014). They also facilitate a holistic perspective on the phenomenon under investigation, considering the broader context and interrelationships among different elements within each case as advocated by Stake (1995). As a result, I undertook this study with caution that, the realities that are found in schools differ, in terms of resources and infrastructure wise, and that enabled me to thoroughly study these cases in-depth catering for those diversities.

Comparative analysis in multiple case studies enhances the robustness of findings by identifying commonalities, differences, and patterns across cases (Stake, 1995). Furthermore, they allow for exploring differences within and between cases, aiming to replicate findings and contribute to theory development and generalisability (Gustafsson, 2017). Therefore, by employing multiple case studies, I was able to explore similarities and differences in teachers' perceptions on ICT integration among the five secondary schools as the cases, with History teachers being the primary subjects of investigation.

3.5 Population and sampling techniques

The population for this study comprised History teachers, encompassing both experienced and less experienced teachers. A total of five schools were selected for inclusion in the study. The selection of schools was based on their proximity and accessibility to me especially those offering History, with only schools situated in close vicinity being chosen. Convenience sampling was adopted for selecting schools that can be easily accessed as opposed to selecting them randomly (Golzar et al., 2022). In addition to that, this method is often chosen due to practical considerations such as time constraints, budget limitations, or logistical ease. Similarly, Creswell et al. (2015) define convenience sampling as a non-probability technique used to select participants based on proximity.

Upon reaching the schools, teachers were purposefully selected based on specific criteria relevant to the objectives of the study. This criterion focused on teachers' experience, selecting those with more than one year of teaching experience. Out of the five schools, only one teacher per school was selected for participation based on this experience requirement. According to Cohen et al. (2018), purposive sampling relies on the researcher's discretion in selecting participants or data for examination. Furthermore, Creswell et al. (2015) assert that purposive sampling, also known as judgmental or selective sampling, is a non-probability

technique where researchers intentionally select participants possessing specific characteristics or experiences relevant to the research question. They added that, this method is particularly advantageous when researchers aim to study a particular subgroup of the population that can offer valuable insights or when they seek diversity in sample composition.

Therefore, the study population and sample consisted of five History teachers and schools, respectively. Additionally, only teachers with more than one year of teaching experience were requested to participate, as it is suggested that less experienced teachers primarily focus on learning classroom management and familiarising themselves with the curriculum, thus limiting their use of technology in lessons (Russell et al., 2007). The choice of five schools stems from the common practice of having one History teacher per school. However, it is acknowledged that in some schools, there were more than one History teachers teaching the subject but the same criteria of selecting those teachers with more than one year of teaching experience was adopted.

3.6 Procedure for data Generation

I began by selecting appropriate methods for generating data based on the research questions, objectives, and the nature of the phenomenon under study. Subsequently, I designed tools or instruments to generate data effectively, ensuring alignment with the research objectives. Before implementing the data collection procedures on a larger scale, a pilot test was conducted to assess the feasibility, credibility, transferability, dependability, and confirmability of the data generation instruments. Pilot testing helped me to identify and address any issues or ambiguities in the instruments and procedures.

Furthermore, participants were identified and recruited using convenience and purposive sampling strategies, aligning with the research design and objectives. Visits to schools were made, and arrangements with teachers were coordinated to determine the most suitable interview times. The chosen data generation methods and procedures were then implemented to generate data from the selected participants or sources, which primarily involved conducting interviews. Throughout the data generation process, steps were taken to ensure the quality and integrity of the data, including minimising errors, biases, and inconsistencies.

Additionally, I organized, managed, and stored the generated data systematically and securely to facilitate analysis and interpretation. This encompassed transcribing, coding, categorising, and annotating the data to prepare it for analysis. Continuous monitoring of the data

generation process was undertaken to ensure adherence to the research plan, with necessary adjustments or adaptations made in response to unexpected challenges or emerging insights. Research ethics were upheld throughout, with participants' concerns like, participants wanted to know why I was interested in understanding their views on ICT integration in the teaching and learning of History. They were worried that I might have been sent by the Ministry of Education and Training and the answers they may be giving may be used against them, hence that may affect their employment. I addressed that promptly and appropriately by assuring them that, the information is confidential and it is for the purpose of my study only.

3.7 Data generation instruments

3.7.1 Semi-structured interviews

The study employed semi-structured interviews to generate data. A semi-structured interview merges elements of both structured and unstructured interviews. In this type of interview, the researcher prepares a set of open-ended questions or topics in advance, providing a framework for the conversation while allowing flexibility for it to evolve naturally (Seidman, 2013). Similarly, Cohen et al. (2018) clarify that in semi-structured interviews, while the topics and questions are predetermined, the questions are open-ended, the sequence is determined by the interviewee, and responses are triggered by probes and prompts.

These interviews were beneficial for this study as they facilitated in-depth data generation and allowed me to delve deeper into the phenomenon under investigation by probing the participants. Additionally, Ruslin et al. (2022) assert that semi-structured interviews are designed to uncover the subjective responses of participants regarding specific phenomena they have experienced.

Semi-structured interviews employ open-ended questions, which allow for unexpected answers and issues to emerge (Cohen et al., 2018). Furthermore, the interviewer can clarify any points and use a variety of language levels due to the flexible wording of the interview questions (Naz et al., 2022). Semi-structured interviews enabled the interviewee to share their story rather than just answer predetermined questions, allowing for examination of topics from unique angles.

Moreover, Rubin and Rubin (2011) argue that these interviews strike a balance between structure and flexibility, enabling researchers to delve into topics within a predetermined framework while also allowing for exploration of emergent themes. This flexibility fosters participant engagement (Patton, 2015), as individuals feel more comfortable sharing their

perspectives in a conversational format, leading to richer and more authentic data. The flexibility of semi-structured interviews enabled me to probe the participants for additional information.

Furthermore, semi-structured interviews provide in-depth insights into complex phenomena. Fontana and Frey (2005) emphasise that the open-ended nature of these interviews encourages participants to provide detailed narratives, offering researchers a nuanced understanding of the subject matter under investigation. This depth of insight is particularly valuable when exploring diverse perspectives within a population (Seidman, 2013), as I adapted the interview format to accommodate varying cultural backgrounds and communication styles.

Moreover, semi-structured interviews facilitate researcher reflexivity (Seidman, 2013). Thus, engaging in a dialogue with participants and actively listening to their responses, I became more aware of their own biases and assumptions, enhancing the rigor and validity of the research process. Semi-structured interviews allowed me to explore the context surrounding participants' experiences, beliefs, and behaviours. This contextual understanding was crucial for interpreting and contextualising the data generated, providing richer insights into the research topic (Patton, 2015).

Despite these advantages of using semi-structured interviews, there are challenges associated with them. As identified by Gibbs (2018), it can be challenging to maintain a balance between allowing participants the freedom to express themselves while ensuring that the interview covers key topics of interest. That was the case, as participants tended to talk insistently. To address this, I carefully designed the interview guide with a mix of open-ended and specific questions to guide the conversation while remaining flexible to follow up on unexpected insights.

Another challenge could be the influence of the interviewer's characteristics, attitudes, and biases on the interview process and participants' responses, potentially leading to biased data (Rubin & Rubin, 2012; Adeoye-Olatunde & Nicole, 2022). I tended to be empathetic with the participants and I ended up neglecting some of the questions. To mitigate this, I practised reflexivity to recognise and address biases. I used techniques such as active listening and probing to encourage participants to elaborate on their perspectives. Additionally, semi-structured interviews can be time-consuming, both in terms of conducting the interviews themselves and analysing the data (Gibbs, 2018). Hence, I allocated each interview one hour

thirty minutes for each session, prioritised key topics to ensure efficient use of time, and used techniques such as summarising, probing and clarifying to keep the conversation focused.

Furthermore, I was aware that a high percentage of non-responders might lead to the underrepresentation of certain segments of the population, requiring further research (Denzin, 2017). Additionally, Nguyen (2015) asserts that some interviewees may be hesitant to answer "obvious" questions or discuss embarrassing topics. To address this, I attempted to rephrase such questions whenever possible, and the facial expressions of participants served as cues in those instances.

Lastly, Rubin and Rubin (2012) note that keeping participants engaged throughout the interview can be challenging, especially if the interview lasts for an extended period. To maintain engagement, I established rapport early in the interview, actively listened to participants' responses, asked follow-up questions to demonstrate interest, and varied the pace and tone of the conversation to prevent boredom. These semi-structured interviews were carried out through one-on-one interviews.

3.7.2 One-on-one (Face-to-Face) interviews

The study employed one-on-one interviews to carry out semi-structured interviews for first and third research questions due to various advantages they offer in generating data. One-on-one interviews, also referred to as face-to-face interviews, are a qualitative research method characterised by direct interaction between a researcher and a single participant (Fontana & Frey, 2005). According to Liamputtong (2011), these interviews involve structured or semi-structured questioning techniques aimed at eliciting rich, detailed responses from the participant on specific research topics. Through personalised and in-depth dialogue, researchers seek to gain insights into the participant's experiences, perspectives, and attitudes related to the research inquiry (Rubin & Rubin, 2012).

Face-to-face interviews allowed for rich, in-depth data generation through direct interaction between me and the participants. This interaction facilitated a deeper exploration of complex topics, enabling me to probe for detailed explanations, examples, and clarifications as suggested by Rubin and Rubin (2012). One of the primary advantages of face-to-face interviews is the ability to capture non-verbal cues, such as body language, facial expressions, and tone of voice (Knapp & Hall, 2014). Therefore, the study confirmed that non-verbal communication provide valuable contextual information that enhance the understanding of

participants' responses and reveal nuances that may not be evident in written or verbal communication alone.

Face-to-face interviews offered a unique opportunity to establish rapport and trust between the participants and myself. In support, Bloor et al. (2001) approve that, building a positive rapport can encourage participants to feel more comfortable, open up, and disclose sensitive or personal information, leading to richer data. Furthermore, as highlighted by Seidman (2013), one-on-one interviews allow for flexibility and adaptability in the interview process.

Subsequently, I tailored questions and probes to the specific context and responses of each participant, exploring topics in greater depth or modifying the interview structure as needed to accommodate individual preferences or circumstances. As highlighted by Fontana and Frey (2005), direct interaction in face-to-face interviews enables immediate clarification and probing of participants' responses. In accord, I sought elaboration, asked follow-up questions and requested examples to ensure a thorough understanding of participants' perspectives and experiences.

According to Bryman (2016), conducting interviews in participants' natural environments provides researchers with valuable contextual insights. Therefore, by directly observing environments and interactions of participants enabled me to gain deeper insight into their behaviours, attitudes and experiences.

Moreover, Liamputtong (2011) argues that, face-to-face interviews facilitate cultural sensitivity and responsiveness by allowing researchers to adapt their communication style, language, and conduct to align with the cultural norms and preferences of participants. This personalised approach enhances rapport and minimises misunderstandings or misinterpretations.

Again, Morgan (2014) postulates that, face-to-face interviews often result in higher levels of participant engagement compared to other data generation methods. This was not the case in some instances in the context of this study, as face to face interactions became a threat to those teachers who felt inferior. In some cases, the interactive nature of in-person interviews fostered a sense of active participation and collaboration, motivated participants to invest more effort and thought into their responses.

Moreover, Rubin and Rubin (2012) contend that, challenges may arise from issues such as self-consciousness and perceived status differences between the interviewer and interviewee.

Additionally, establishing rapport can be challenging, especially with participants who may be hesitant or guarded. To mitigate this, I started the interview with informal conversation to ease tension, demonstrated empathy and active listening, and assured confidentiality to build trust.

Another challenge with one-on-one interviews was the issue of interviewer bias, where the interviewer's characteristics or behaviour influence participant responses and can impact the quality and validity of the data (Smithson, 2000). I maintained neutrality and used open-ended questions to encourage participants to express their perspectives freely, as suggested by Rubin and Rubin (2012). One-on-one interviews may involve discussing sensitive or emotionally charged topics, which can be distressing for participants and challenging for researchers to manage (Elliott et al., 2002). To avoid this, I established clear boundaries and protocols for handling sensitive disclosures and kept on assuring the participants that their confidentiality and anonymity is maintained.

Similarly, participants may drop out or become unavailable for follow-up interviews, leading to incomplete data (Smithson, 2000). To minimise this, I clearly communicated the purpose and importance of the study to participants and maintained regular contact to schedule interviews at convenient times with the participants.

3.7.3 Telephone Interviews

The study also employed telephone interviews as a method to generate data. Fontana and Frey (2000) define telephone interviews as a qualitative research method where data is gathered through structured or semi-structured interviews conducted over the phone. This method allows researchers to collect information from participants remotely, making it convenient for both parties while enabling in-depth exploration of topics. Furthermore, Patton (2015) describes telephone interviews as a data generation technique in qualitative research where researchers conduct interviews with participants over the telephone rather than in person. This method offers flexibility in scheduling and can be particularly useful for reaching participants who are geographically dispersed or have limited mobility (Mishra et al., 2018). I chose telephone interview because teachers often claimed to be busy, necessitating a convenient method of data collection.

Telephone interviews offer several advantages for both the interviewer and the interviewee. Firstly, they are convenient and cost-effective, eliminating the need for travel expenses and reducing time commitments (Cohen et al., 2018). Additionally, telephone interviews can be

conducted swiftly, allowing for a larger pool of candidates to be reached in a shorter period of time (Block, 2012). That was the case within the context of this study because I just took the contacts of teachers during the first meetings on one-on-one interviews, from there I interviewed them through phone calls and that minimised costs. Telephone interviews provided a comfortable environment for the participants, enabling them to participate from the convenience of their own home, reducing stress and nervousness associated with face-to-face interviews.

According to Azad et al. (2021), telephone interviews can lead to increased disclosure of sensitive information due to the perceived anonymity of the medium. Similarly, Maynard and Schaeffer (2000) approve that telephone interviews often lead to increased participant comfort and disclosure due to the physical separation between the interviewer and interviewee. Again, Tourangeau et al. (2000) highlight that, participants feel less pressure to provide socially desirable responses when speaking to an interviewer over the phone, leading to more accurate data. That was the case in this study as participants felt at ease discussing sensitive and personal topics over the phone, leading to more truthful responses. Telephone interviews offered a practical and efficient method of generating data for both parties involved.

Nonetheless, there are limitations to using this method to generate data. Unlike face-to-face interviews, telephone interviews lack visual cues such as facial expressions and body language, which can affect communication and rapport-building (Gibson et al., 2018). To overcome this, I focused on verbal cues, tone of voice, and active listening to gauge participants' reactions and emotions. Using techniques such as paraphrasing and summarising was significant as it helped me to ensure mutual understanding.

Next, technical issues such as poor call quality, dropped calls, or connectivity problems can disrupt the interview process and affect data quality (Azad et al., 2021). The current study confirmed that as sometimes I encountered challenges relating to poor network connection while sometimes teachers were reluctant to pick up the phone calls. To address this challenge, I had to conduct test calls to ensure reliable connectivity and ensure whether participants are ready, provide participants with clear instructions for joining the call, and provide backup communication methods such as email and messaging in case of technical difficulties.

In addition, Gibson et al. (2018) assert that conducting telephone interviews in public or shared spaces may compromise participants' privacy and confidentiality, leading to reluctance

or discomfort when sharing sensitive information. Thus, I resolved this issue by emphasising the confidentiality of the interview, advising participants to find a quiet and private location for the call, and I avoided discussing sensitive topics in public settings.

Furthermore, building a relationship with a participant over the phone can be challenging, especially with participants whom the researcher has not met in person (Azad et al., 2021). To establish rapport, I first introduced myself clearly on the first meeting for one-on-one interviews, expressed appreciation for participants' time, and engaged in small talk to establish a connection before delving into the interview questions. As articulated by Gibson et al. (2018), maintaining participants' attention and engagement during a telephone interview can be difficult, particularly if distractions are present in the environment. To address this challenge, I used engaging and conversational language, varied the pace and tone of the conversation, and asked open-ended questions to encourage participants to share their thoughts and experiences.

3.7.4 Complementarity of the research instruments in data generation

By integrating these various interview formats within this study, I capitalised on the strengths of each approach while mitigating their respective limitations, ultimately enhancing the depth and breadth of the research findings. The three different interviews, namely, semi-structured interviews, telephone interviews, and one-on-one interviews, complemented each other in the data generation process.

These methods enabled diverse perspectives. Semi-structured interviews, one-on-one interviews, and telephone interviews elicited different viewpoints and insights from participants. Hence, adopting them, I captured a broader range of perspectives on the research topic, enhancing the richness and depth of the data. For example, semi-structured interviews allowed for flexibility in exploring topics in depth, while telephone interviews offered convenience and reached participants who were geographically dispersed. One-on-one interviews provided a more intimate setting for participants to share personal experiences. In support of Kvale and Brinkmann (2009), using multiple formats allow researchers to generate a richer and more comprehensive range of data.

Moreover, the three interviews enabled deeper exploration of the phenomena under investigation. Each interview method offered unique opportunities for exploring the research topic in depth. On one hand, semi-structured interviews allowed for detailed exploration of specific themes or topics, while one-on-one interviews enabled the study to delve into

personal experiences, attitudes, views, perceptions, and emotions. On the other hand, telephone interviews were more focused and concise and allowed me to cover a wide range of topics efficiently.

Using multiple interview formats enabled triangulation, where findings from different sources or methods were compared to enhance the validity and reliability of the study, as asserted by Denzin (2017). Therefore, triangulation helped me to corroborate findings, identify patterns or discrepancies, and develop a more nuanced understanding of the research topic. Besides, these different interview formats were more suitable for specific research contexts and participants. For instance, face-to-face interviews facilitated rapport-building and nonverbal communication cues, which were crucial for exploring sensitive topics and building trust with participants. In contrast, telephone interviews were more appropriate for busy participants and those who preferred anonymity, as advocated by Gibson et al. (2018).

Lastly, using multiple interview methods accommodated diverse participant preferences and needs. Some participants preferred face-to-face interactions, which contributed to building rapport and trust, while others felt more comfortable expressing themselves over the phone. Providing options for different interview methods increased participant engagement and cooperation, leading to richer and more meaningful data.

In summary, semi-structured interviews, one-on-one interviews, and telephone interviews complemented one another in the data generation process by providing diverse perspectives, facilitating depth of exploration, and accommodating participant preferences and logistical constraints. Therefore, this study employed multiple interview instruments that enhanced the richness, credibility, and applicability of the qualitative research findings.

3.8 Data analysis methods

Thematic analysis was used to analyse the data with the help of ATLAS.ti software. According to Byrne (2022), thematic analysis is the method where the researcher familiarises themselves with the collected data and creates themes portraying patterns in the data. In addition, Varpio et al. (2020) affirm that thematic analysis involves a researcher's subjective opinion on the data collected while making meaning out of it.

Subjectivity in this process was ensured following six steps of thematic analysis: transcription, familiarisation with the data, identification of concepts, coding concepts, theme formation, revision of the themes, interpretation of the data, and reporting. Firstly, I started

with the transcription of the data generated. In thematic analysis, transcription refers to the process of converting audio or video recordings of qualitative data (such as interviews, focus groups, or observations) into written text (Bruan & Clarke, 2019).

Transcription involves accurately capturing the spoken words, nonverbal cues, pauses, and other elements of communication present in the recorded data. In thematic analysis, transcription ensures that researchers have a verbatim record of participants' responses, facilitating a detailed and nuanced analysis of the data (Dawadi, 2020). As a result, the resulting transcripts served as the primary data source for thematic analysis, allowed me to systematically analyse and interpret the content. Transcription became a crucial step in the analysis process, as it enabled me to work with the textual data and apply coding and thematic analysis techniques.

Secondly, I familiarised myself with the data. Familiarisation with data in thematic analysis refers to the process by which researchers immerse them in the qualitative data, including transcripts of interviews, field notes, or other sources, to gain a deep understanding of its content, context, and nuances (Miles et al., 2020)

Familiarisation helped me to identify the scope and depth of the data and laid a foundation for subsequent analysis. This initial step involved repeated readings or exposure to the data. It allowed me to become intimately acquainted with the material before proceeding with coding and analysis. As shown, familiarization with data helped me to identify patterns, key themes, and relevant insights within the data, laying the groundwork for subsequent stages of analysis.

Thirdly, I identified concepts in the data after familiarising myself with the data. The identification of concepts in thematic analysis, following familiarisation with the data, refers to the process of systematically identifying meaningful patterns, ideas, or themes within the qualitative data (Braun & Clarke, 2019). After I immersed myself in the data through repeated readings and became familiar with its content, I proceeded to identify concepts or themes that capture key aspects of the phenomenon under study. These concepts served as the building blocks for further analysis and interpretation in thematic analysis.

Moreover, I proceeded to code concepts after identifying them. The coding of concepts refers to the process of systematically assigning labels or codes to segments of qualitative data that represent meaningful patterns or themes identified during analysis (Braun & Clarke, 2006).

Once I had identified the key concepts or themes through familiarisation with the data, coding allowed for the organisation and categorisation of these concepts into a coherent framework for further analysis.

Again, I engaged in theme formation after coding concepts. Theme formation refers to the process of synthesising coded concepts into overarching themes or patterns that capture the central ideas or insights present within the qualitative data (Braun & Clarke, 2006; Braun & Clarke, 2019; Dawadi, 2020). After coding concepts, I examined the coded data to identify recurring patterns, similarities, and connections, which were then organised into coherent themes that represent the key findings of the analysis.

Next, I revised themes after forming themes. Revising themes in thematic analysis entails critically reviewing and refining the initially identified themes based on further analysis, interpretation, and reflection to ensure their accuracy and alignment with the data (Braun & Clarke, 2006). This process helped me to ensure that the themes accurately reflect the underlying patterns and nuances present within the qualitative data and align with the research objectives.

In addition to that, what followed after the revision of themes was the interpretation of the data. As explained by Braun and Clarke (2006), following the revision of themes involves making sense of the identified themes within the broader context of the research question or objectives. (Data interpretation involves making sense of the identified themes by analysing and synthesising the revised themes to extract meaningful insights, draw connections, and generate conclusions that contribute to a deeper understanding of the research topic (Guest et al., 2012). During data interpretation, I was able to explore the relationships between themes, examine outliers or contradictory findings, and considered the implications of the findings for theory, practice, or future research. This process of interpretation allowed me to derive meaning from the analysed data and to generate insights that addressed the research question or objectives.

The last step was to report the findings of the study. Reporting of data in thematic analysis involves presenting the findings, including the identified themes, supporting evidence, and interpretations derived from the analysis, in a coherent and meaningful manner to communicate the insights to the intended audience (Braun & Clarke, 2006). Dawadi (2020) describes that this stage entails documenting the identified themes, supporting evidence and interpretations in a clear and transparent manner, often through written reports, academic

papers, or presentations. That being so, reporting of data enabled me to demonstrate the credibility, transferability, dependability and confirmability of the interpretations while providing readers with a clear understanding of the research process and findings.

Besides, the study used both inductive and deductive methods to analyse themes. The deductive approach involves the application of an explicit theoretical framework developed through engagement with literature, whereas the inductive approach involves the generation of themes from the data (Proudfoot, 2022). That is to say, the deductive approach entails pre-determined themes developed from the literature, while the inductive approach involves themes developed from the generated data. The combination of both inductive and deductive approaches to thematic analysis helped me to ensure that the voices of the participants were valued while at the same time enabling more theory-led analysis. The deductive method was applied in the case of a priori themes, while the inductive method was used on post-a priori themes.

Additionally, ATLAS.ti software was used to augment the manual process of analysing qualitative data from interviews. ATLAS.ti is the software that analyses large data sets of qualitative nature. It is faster and more user-friendly. It provides users with reliable and accurate tools, reducing the burden of analysing large data sets manually (Hart & Achterman, 2017). This software was found to be very useful for the study as it is scientific and facilitates the best practices for analysing qualitative data.

3.9 Trustworthiness

3.9.1 Credibility

The trustworthiness of this study was maintained following Lincoln and Guba's (1985) four steps: credibility, transferability, dependability, and confirmability. To start with, according to Lincoln and Guba (1985), establishing credibility is one of the most important factors in the trustworthiness of research. Credibility refers to an attempt made by researchers to present a genuine picture of the phenomenon under investigation (Shenton, 2004). Additionally, Tobin and Begley (2004) define credibility as the fit between the data analysis and the findings of the study.

To ensure the trustworthiness of this study, I engaged in prolonged engagement with the participants, as it helped me as the researcher, to get to know my participants and simultaneously to develop a cordial relationship of trust with them (Shenton, 2004). Also, triangulation in the form of using two theories and overlapping interviews was an attempt to

ensure the credibility of the study, incorporating the technology acceptance model and resources and appropriation theory.

Furthermore, I ensured that the participants were honest with the information they provided. Each subject was given the chance to refuse to participate in this study, ensuring that the data generated came from participants who willingly and freely participated. Participants were encouraged to feel free from the outset of each session, and I established a relationship to show that there were no right or wrong answers (Shenton, 2004). Additionally, probes were used to elicit detailed data through interactive questioning, drawn from the participants' responses to allow them to open up. Moreover, after the data generation process, especially during the data analysis stage, peer scrutiny was significant in this study. In support, Shenton (2004) confirms this, stating that opportunities for the study to be examined by peers, colleagues, and academics should be encouraged.

Lastly, the credibility of this research was maintained by member verification, in which I contacted participants again following data analysis. In addition to that, the informants were asked to review any transcripts of dialogues or listen to any recorded videos in which they had provided information. This was supported by Shenton (2004), who states that the motive was to cross-check with the informants to ensure that the information on the recordings or scripts matched what they actually intended to convey. According to Silverman (2000), the primary standard for assessing qualitative research projects is the ability to connect the study results to the existing body of knowledge. According to Guba and Lincoln (1985), member checks are the most important method for establishing credibility.

3.9.2 Transferability

Transferability is associated with the degree to which the findings of the study can be applied to other situations (Merriam, 2009). Similarly, Kakar et al. (2023) define transferability as the extent to which the findings of the current study would be similar to those of a study conducted in similar situations. To ensure transferability, researchers provide adequate information about the case where the research was conducted to enable the reader to decide whether the environment is similar to others they are familiar with and whether the findings can be justified and applied to other settings (Shenton, 2004).

Erlandson et al. (1993) argue that naturalistic investigations suggest that conventional generalisation is never feasible in practice since every observation is characterised by the particular context in which it occurs. Contrary to Stake (1995) and Shenton (2004), even

though the cases are different, they also depict a broader group, and for this reason, transferability should not be dismissed.

Merriam (1998) suggests that if researchers believe their context is similar to that described in the study, they may relate the findings to their own geographical situations. Then again, Stahl and King (2020) share a similar view that, to enable other researchers to use their study and evaluate its applicability to their context, the researcher should provide sufficient contextual information about the study location.

As a result, I provided detailed information about the research location, including the names of the schools (e.g., School A, B, C), their locations, and any other relevant details. It is claimed that academics do not agree on the issue of providing background information that shows full information on the area where the research was conducted, as suggested by Lincoln and Guba (1985). However, the aspects that the researcher may not have explained or seen as unimportant would matter to the reader (Stahl and King, 2020).

Consequently, the researcher should provide contextual information about how a case study applies to other environments, even though this is difficult to establish as it is challenging to provide the typicality of the environment in which the study was conducted. Other scholars suggest that the researcher should provide the limitations of the study, with those limitations being the first things to consider before attempting transferring the study findings (Shenton, 2004).

The following information is provided to ensure the transferability of this study: the number of participants that participated in the study, any restrictions on the type of participants that would have participated in the study, the number of schools chosen for this particular study and their locations, the data generation methods used, the number and length of the data generation sessions, and the duration over which the data was generated.

3.9.3 Dependability

Dependability refers to reliability in the context of quantitative research. It is defined as the extent to which the results of the study could be replicated and yield the same results in the same context, with the same methods, and with the same participants (Stahl & King, 2020). According to Shenton (2004), it is difficult to achieve dependability in qualitative research, but researchers should strive to enable future researchers to replicate the study.

In the context of this study, the overlapping of one-on-one interviews, telephone interviews, and semi-structured interviews was adopted, as advocated by Shenton (2004). Furthermore, the issue of dependability was addressed by reporting the processes involved in the study in detail to allow future researchers to replicate the work, even if they do not obtain the same results. Thus, the research design providing a footprint is comprehensively explained.

To enable readers to gain deeper insights into the research methods and their dependability, the following information is provided: research design and its implementation, describing what was planned and executed on a strategic level; the operational details of data generation, addressing what was done in the field; and evaluating the effectiveness of the inquiry process undertaken.

3.9.4 Confirmability

Confirmability is associated with the issue of objectivity in research. It pertains to whether the results of the study reflect the experiences and ideas of the participants rather than the characteristics and preferences of the researcher. According to Miles et al. (2020), a researcher's acknowledgment and management of their own biases play a crucial role in ensuring confirmability in research.

In accordance, the research report acknowledged the values guiding the choices taken and the techniques used in the study, as well as the justifications for the approach selected and the technique's shortcomings. The audit trail, which followed the research's path step-by-step via the judgments taken, also guarantees confirmability in this study. To ensure confirmability, the triangulation of theories is adopted to reduce the researcher's bias (Shenton, 2004).

3.10 Ethical considerations

When generating data, there is a procedure that has to be followed, and in educational research, this refers to research ethics. According to Zhou et al. (2015), ethics refer to the moral precepts that direct researchers to perform and communicate their findings without lying or intending, consciously or unconsciously, to cause harm to study participants or other members of the public. To uphold the ethics of the research, I requested an introductory letter from the Faculty of Education at the National University of Lesotho, which was issued to the principals when I arrived at schools. The principals acted accordingly and introduced me to the teachers teaching History. Then, I proceeded from there by requesting that teachers sign consent forms.

3.10.1 Informed consent

The foundation of ethical behaviour is informed consent, which upholds people's right to self-determination and control over their lives (Cohen et al., 2018). Similarly, Ahlin (2017) affirms that informed consent is associated with participants' freedom and self-determination. The right to self-determination is safeguarded and honoured by informed consent, which also assigns some liability to the participant in the event that the research project is flawed.

Further, informed consent is a legal procedure to ensure that a participant or client knows all of the risks and costs involved in an intervention or study (Nnbue, 2010). Again, Cohen et al. (2018), define informed consent as the process that allows people to decide whether or not to take part in research after being informed about its purpose and requirements. Competency, voluntarism, full information, and comprehension are the four components of the definition.

Before I commenced this study, I ensured that all participants had signed informed consent before the beginning of the research to indicate their permission to be part of the study, and that was done before the research process. Teachers were provided with a full explanation of the purpose of the study, the data generation process, and even the duration of the study. They were given an appropriate time to ask questions, and concerns were addressed.

3.10.2 Voluntary participation

Being voluntary means that participants must be allowed to decide whether or not to participate in the study and that taking on risks must be done so knowingly and voluntarily (Cohen et al., 2018). Before the commencement of this study, the participants were informed that their participation is free and that failing to participate will not affect them in any way. Then again, the teachers were notified that they were free to discontinue their involvement at any moment, even after signing the informed consent form.

Additionally, Nnbue (2010) concurs that participants ought to be made aware of their freedom to refuse or withdraw consent at any moment throughout the study, with no repercussions for their care or treatment going forward. Further, according to Ahlin (2017) it should be made clear that participation is entirely optional, that declining to take part will not result in consequences or loss of benefits to which the subject is entitled, and that the subject may stop participating at any moment without incurring any fees.

3.10.3 Confidentiality

Confidentiality refers to any information relating to the private sphere of a person that they wish not be shared with others (Bos, 2020). Bos further asserts that research information is

differentiated from public information, which is accessible to everyone. Further, Petrova et al. (2014) assert that confidential means that any identifying information is not made available or accessed by anyone but me. Additionally, to provide anonymity to research participants, a researcher must either not generate personally identifiable information about individuals or be unable to connect individual responses to participants' identities (Kang & Hwang, 2023).

For this study, the confidentiality of the participants was preserved by not revealing their names or identities in the data collection, analysis, and reporting of the study findings by deleting the identifiers such as the names of the participants and schools would not be revealed. Instead, for participants, the word participant would be used, and as for the names of the schools, School A, School B, School C, etc. were used. Privacy and confidentiality in the interview environment were managed carefully during the interview sessions, data analysis, and dissemination of the findings.

3.10.4 Anonymity

Anonymity is a means of protecting oneself and maintaining privacy. The essence of anonymity is that information provided by the participants should in no way reveal their identity (Cohen et al., 2018). Additionally, to provide anonymity to research participants, a researcher must either not generate personally identifiable information about individuals or be unable to connect individual responses to participants' identities (Kang & Hwang, 2023). Eliminating all forms of identification is the main strategy for maintaining anonymity. The use of codes to identify people, password-protected information, aliases, and pseudonyms are strategies that can be used to maintain the anonymity of participants in research. It is suggested that researchers ought to think about how to accommodate participants' requests to remain anonymous. Anonymity was maintained through the use of pseudonyms to protect the identities of the participants.

3.10.5 Harms and benefits

Participants received a detailed explanation of any benefits that were fairly and possibly foreseen for them from taking part in the research endeavour. That is to say, I clearly informed the participants that there were no harms or benefits to conducting this study. I informed participants that the study is solely for the fulfilment of my Master’s degree qualification.

3.11 Summary of the chapter

This chapter outlined the methodological approaches that were undertaken to carry out this study to address the research questions posed in Chapter 1. It started by discussing the research paradigm that informed the study and the research approach that this study employed. The research design was outlined, describing the setting of the study. The population of the study was described, and the choices on how the participants and the schools where the research was carried out were thoroughly explained.

Moreover, the procedure on how data was generated was also explained in detail, as were the data generation instruments that were used to generate data for this research. Ultimately, the chapter closed by discussing how the trustworthiness and research ethics of this study were maintained when exploring teachers' perceptions on ICT integration in the teaching and learning of History. Following is Chapter 4, which presents the research findings and the interpretation of those findings.

CHAPTER 4
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this study was to explore teachers' perceptions on the integration of ICT in the teaching and learning of History. In the previous chapter, the research approach, research design, sampling techniques, research tools, and procedures for carrying out this research, data analytic methods, and ethical considerations were discussed. This chapter presents, analyses, and interprets the data generated through interviews. Diagrams and tables are used to present the data. As such, the findings of this study are presented based on the following research questions: What are teachers' perceptions on the integration of ICT in History teaching and learning? This research question was then broken down into the following sub-research questions:

1. What factors influence the teachers' integration of ICT in the teaching and learning of History?
2. How do teachers view the integration of ICT in the teaching and learning of History?
3. Why do teachers perceive ICT the way they do in the teaching and learning of History?

This chapter begins with a presentation of the demographic background of schools, the academic qualifications of History teachers who participated in this research, and the number of teachers selected per school. The demographic background of participants, academic qualifications, and number of teachers selected per school were considered in this study in order to enrich the data interpretation and conclusions. Thus, the following table shows the demographic profile of schools, the academic qualifications of History teachers, and the number of History teachers per selected school.

4.2 Qualifications of teachers sampled per school

This section presents distribution of the number of schools selected, the qualifications of teachers sampled per school, and the total number of History teachers who participated in this study.

Table 1: Distribution of the number of selected schools

SCHOOL PSEUDONYM	TEACHERS' QUALIFICATIONS	NUMBER OF TEACHERS SAMPLED
School A	Bachelor of Education	One
School B	Bachelor of Education	One
School C	Bachelor of Education	One
School D	Bachelor of Education	One
School E	Bachelor of Education	One
Total		**Five**

Table 1 shows the distribution of schools, the number of teachers sampled per school, and the qualifications of each teacher who participated in this research. As shown in the table, all the five schools had one teacher. Again, the table shows that of all the teachers who participated in the study, from School A up to School E, they had a Bachelor of Education as their highest educational qualification. The total number of History teachers from the five selected schools who participated in this research is five (5). The academic qualifications of teachers are relevant in this study because it is believed that they have an influence on the integration of ICT with the teacher in the teaching and learning of History (Gonzales, 2016; Gulbahar & Guven, 2008). The years of teaching experience of each teacher were also observed. The following table shows the years of teaching experience of History teachers per selected school.

4.3 Years of teaching experience

Table 2: Teachers' years of experience in the teaching of History

SCHOOL PSEUDONYM	YEARS OF TEACHING EXPERIENCE
School A	Fourteen years
School B	Fourteen years
School C	Two years

School D	Five years
School E	Fifteen years

Table 2 shows the years of teaching experience for each History teacher who participated in this research as per the selected school. Thus, the teachers from School A and School B had fourteen years (14) of teaching experience, the teacher from School C had two years (2) of teaching experience, the teacher from School D had five years (5) of teaching experience, while the teacher from School E had fifteen years (15) of teaching experience in History. The teachers' teaching experience is relevant in this study because it is believed that it has an influence on the integration of ICT for the teacher in the teaching and learning of History (Wong & Li, 2008).

According to Russell et al. (2007), teachers' experience is significant on integrating ICT in the teaching and learning. This author justifies that teachers with more experience are likely to integrate ICT in their instructional practices because of exposure on the field as opposed to less experienced as they spend much of their time learning about classroom management and familiarising themselves with the curriculum.

The age group of the History teachers was also considered, as shown in the table.

4.4 History teachers' age group

Table 3: Distribution of age groups of teachers sampled for this study

AGE GROUPS OF PARTICIPANTS	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D	SCHOOL E
18-24					
25-34			✓		
35-44	✓	✓		✓	✓
45 Above					

Table 3 shows the distribution of age groups for each teacher who participated in this study. Illustratively, the table reflects that teachers selected in schools A, B, D and E had an age group that ranged between thirty-five and forty-four (35–44), while the teacher in School C had an age group ranged between twenty-five and thirty-four (25–34). The age group of the majority of participants ranged between thirty-five and forty-four (35–44), with only one teacher whose age group ranged between twenty-five and thirty-four (25–34). The age of teachers is relevant in this study because it is said that age has an influence on the integration of ICT into the teaching and learning of History (Vroman et al., 2015; Cox, 2013).

The gender of participants was also observed. The following table shows the gender distribution of History teachers per selected school.

4.5 Distribution of genders of participants selected in the study per school

Table 4: Distribution of genders of participants selected in the study per school

SCHOOL PSEUDONYM	GENDER
School A	Male
School B	Male
School C	Male
School D	Female
School E	Male

Table 4 shows the gender distribution of History teachers who participated in this study. Thus, the gender of teachers who participated in schools A, B, C and E was male; in School D, the gender of a teacher who participated was female. Apparently, there was only one female among the four males, for a total of five teachers who participated in this study. The gender of teachers is significant in this study because gender influences teachers' integration of ICT in the teaching and learning of History (Vroman et al., 2015).

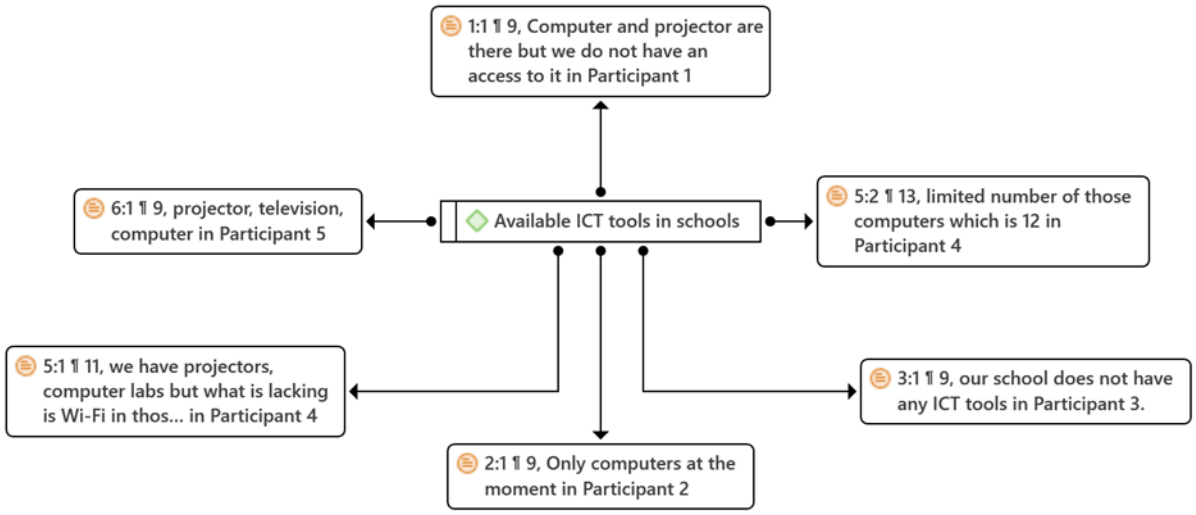
The data is presented according to the questions it was addressing, as shown below: Data was analysed using ATLAS.ti software. Therefore, teachers were asked the factors that influence the integration of ICT in the teaching and learning of History. From this question, several

responses were raised and were classified into themes. Following, will be the responses of participants based on the themes formulated.

4.6 Available ICT tools in schools

Availability of ICT resources for teachers is very important in teaching and learning (Gikundi, 2016). Therefore, participants were asked to explain the available ICT resources in their respective schools. Their responses are shown in Diagram 1 below.

Diagram 1: Available ICT tools in schools



As shown in Diagram 1 above, it appears that there are some technological resources in place in schools, but the main issue is the lack of Wi-Fi with reference to Participant 4, which restricts the functionality of the computers. Moreover, there seems to be limited access to projectors, computers, and televisions, as shown by participants 1, 2, 4, and 5. In some schools, it was found that there are no ICT resources at all with reference to Participant 3.

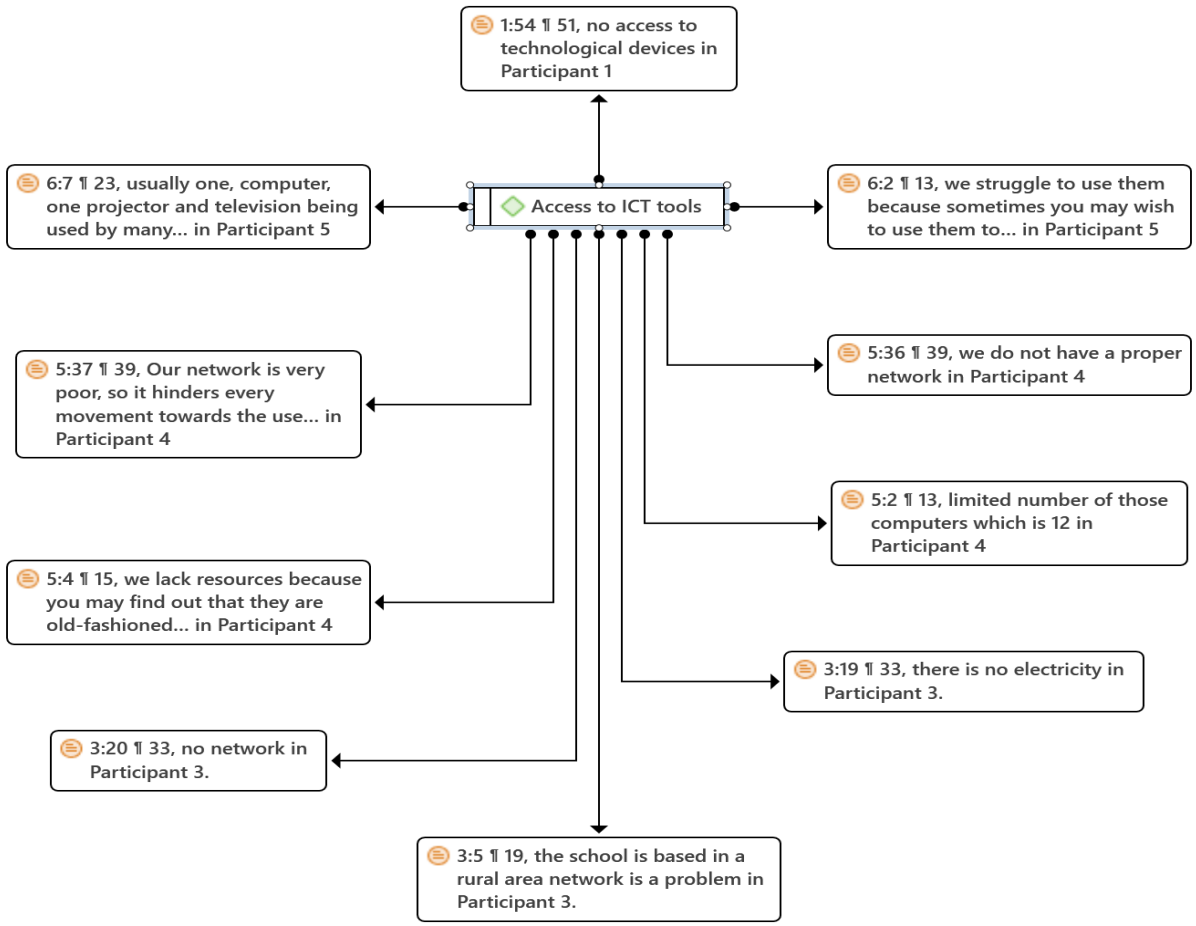
The availability of ICT tools in schools influences teachers' integration of ICT. If there are no ICT tools in schools, there is no other way teachers can integrate ICT into their instructional practices (Gikundi, 2016). Thus, the availability of ICT tools at teachers' disposal in schools plays a significant role in influencing teachers' integration of ICT into their teaching (Gil-Flores et al., 2017). The availability of ICT tools may motivate them to use ICT, while their absence may hinder their use in the teaching and learning of History (Rana & Rana, 2020). As it has been emphasised by Sengai and Mokhele (2022), the extent to which teachers can

impart knowledge to students, can be enhanced by the instructional resources in their disposal, thus enhancing learners understanding of historical content.

4.7 Access to ICT tools

Access to ICT tools for teachers is significant especially for integration of ICT in teaching and learning (Rana & Rana, 2020). Therefore, participants were asked questions to explain whether or not they can access ICT tools in their schools. Their responses are shown in Diagram 2 below.

Diagram 2: Access to ICT tools



As illustrated by Diagram 2 above, there seems to be a problem concerning access to ICT tools in schools. With reference to Participant 1, there are no ICT resources to utilise in their schools in teaching History and there are also difficulties in accessing resources due to usage by other teachers in times of need, as shown by Participant 5. It seems teachers struggle to incorporate ICT resources into their lessons due to limited access to computers, projectors, and televisions; as a result, this can limit the integration of ICT resources that could enhance

History teaching. Moreover, there are limited resources and usage of ICT resources in schools, as shown by Participant 5, which seems to create scheduling conflicts among teachers and reduce the time available for incorporating ICT into lessons. This may result in a less frequent use of technology, reducing opportunities for learners to engage with digital History resources.

As highlighted by participants 4 and 3, there are issues like poor connectivity in schools, which means teachers may be hindered from using internet-based resources such as digital archives, interactive maps, and other online databases relevant to History, affecting the quality of History lessons because there are already lack of books in schools. As emphasised by Participant 4, there is outdated technology in schools. The outdated technology may not support contemporary educational applications or be that effective in facilitating engaging History lessons.

With only 12 computers available (as shown by Participant 4), there may be inadequate access for all learners, especially in large classes. This limitation can hinder learners' opportunities to engage with ICT-based History activities. Again, there seems to be a lack of ICT infrastructure, as highlighted by Participant 4. This can prevent the infusion of ICT-based resources into the teaching of History. Hence, teachers may have to rely on traditional methods of teaching, missing opportunities entangled with ICT in imparting historical content.

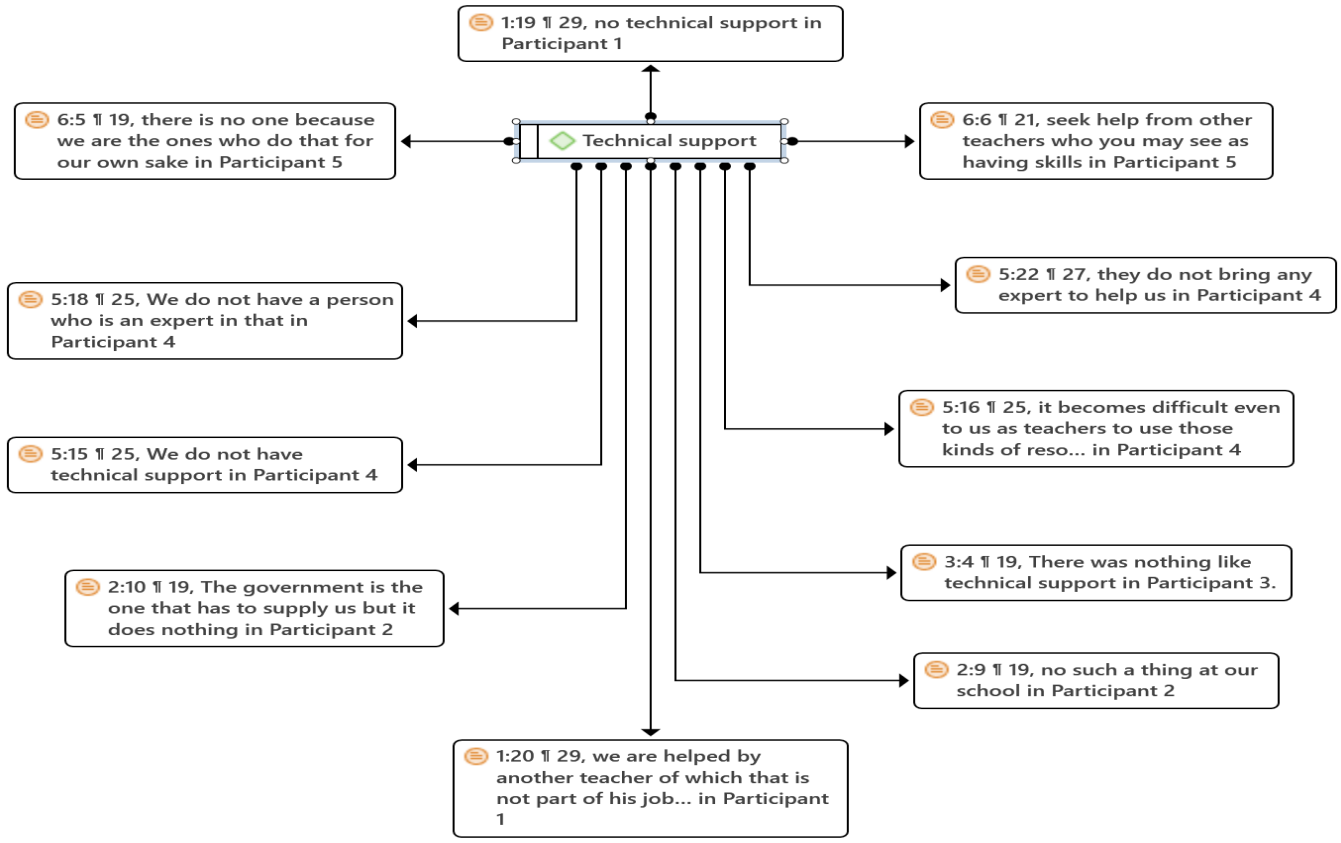
With reference to the above discussions, it can be seen that the accessibility of ICT resources influences teachers' integration of ICT in the teaching and learning of History. As has been suggested by Sengai and Mokhele (2022), there has to be a wide range of instructional resources to facilitate the teaching and learning of History as the success of integrated curriculum will be determined by the available instructional resources at teachers' disposal to manipulate for the benefit of students. Teachers may want to integrate ICT into their teaching but be hindered by the accessibility of ICT resources (Ghavifekr & Rosdy (2015). As a result, accessibility to ICT resources is significant as far as ICT integration in the teaching and learning of History is concerned (Mirzajani et al., 2016).

4.8 Technical support

Technical support is the support provided by the ICT experts to teachers to successfully integrate ICT resources without any struggle (Johnson et al., 2016). The technical support is of great significance for successful ICT integration in the teaching and learning (Buabeng-

Andoh, 2012). In addition to that, Becta (2004a) agrees that the absence of standby technicians implies that, if the ICT tools break down, there will be no one to help teachers with them, hence affecting their manipulation of the ICT tools in teaching. Thus, participants were asked to explain the kind of technical support they receive to operate ICT resources at their schools. Their responses are shown in Diagram 3 below.

Diagram 3: Technical support



With reference to participants 1 and 5, teachers have to rely on their own capabilities to integrate ICT in the teaching and learning of History. This implies that there is an increased burden on teachers, shifting their attention from teaching History to solving technical issues. Again, this would lead to inconsistent use of ICT in teaching History because teachers do not have sufficient knowledge to troubleshoot the problem. This may also result in less use of ICT in the teaching and learning of History. Consequently, learners are the ones who miss out on engaging and enriching learning experiences that have the potential to improve their understanding and learning outcomes in History.

Furthermore, there seems to be a lack of experts in schools to help teachers with the use of ICT, as shown by participants 2 and 4. This indicates that teachers may struggle with

complex ICT issues, limiting the use of ICT in teaching History. The absence of technical support may result in ineffective use of ICT in teaching and learning History, affecting the delivery and quality of History lessons.

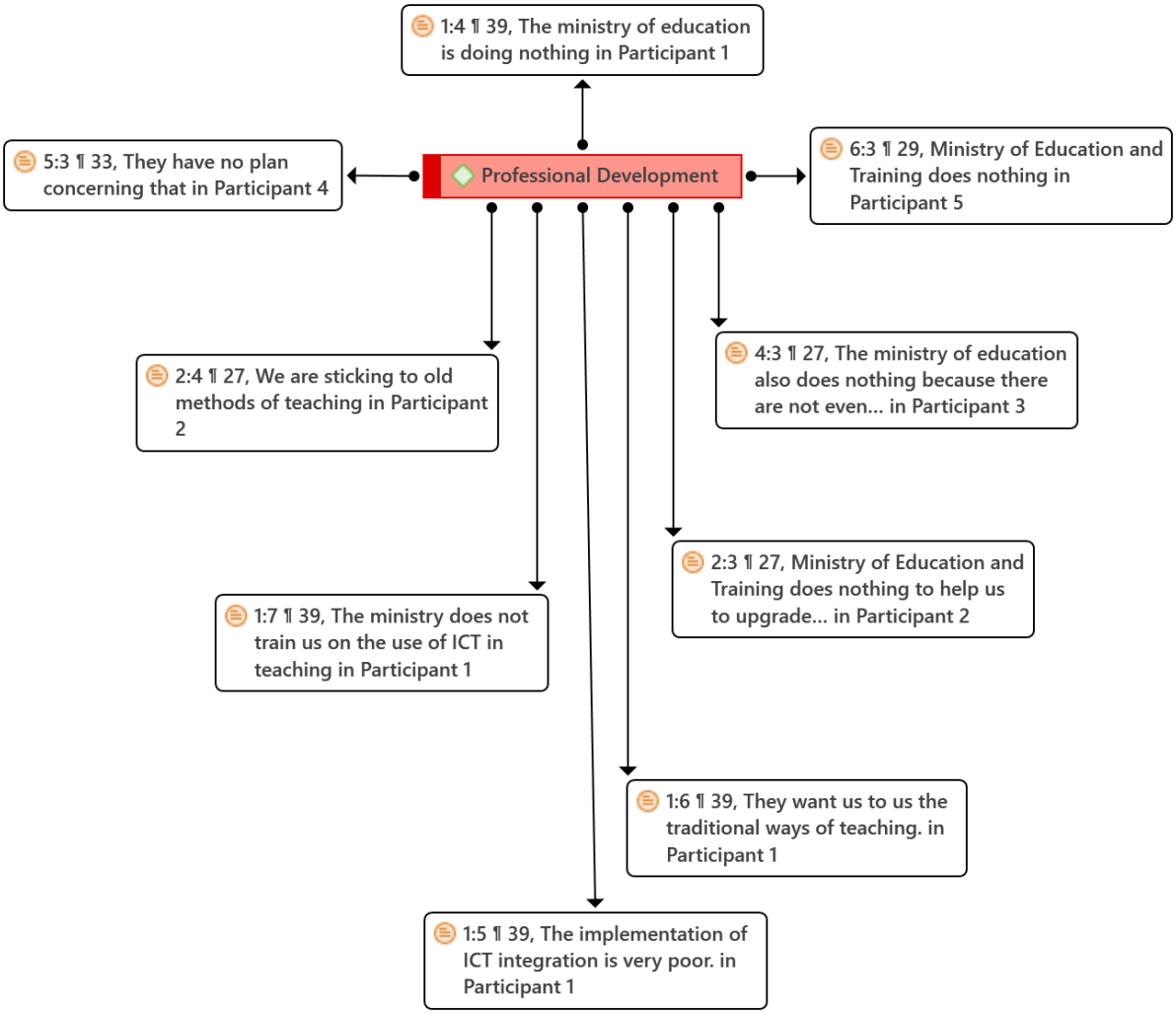
Next, there is no support from the government as gatekeepers in education, as highlighted by Participant 2. The government, as the gatekeeper in education, has to provide schools with technicians to assist teachers with the implementation of ICT integration. Consequently, the absence of technical support, may lead to persistent technical issues that can affect the reliability and effectiveness of ICT resources, resulting in reduced ICT integration in History lessons and affecting learners learning experiences.

Technical support is one of the factors that influence teachers to integrate ICT in the teaching and learning of History. In support, Buabeng-Andoh (2012) affirms that, technical support ensures that the computers are reliable and updated; teachers are helped whenever they seek help concerning the operation of any ICT tool, and the available computers are of great quality. The absence of technical support would hamper the successful integration of ICT in the teaching and learning of History.

4.9 Professional development

Professional development is the continuous upgrading of teachers' skills and knowledge (Faduke, 2012). When it comes to ICT integration, the professional development of teachers plays a pivotal role for keeping teachers with up to date knowledge as new technologies keep on evolving (Lawless & Pellegrino, 2007). Furthermore, it is argued that, regardless of whether teachers are experienced or less experienced, training on the use of ICT tools is needed to enhance teachers' competences in ICT use, shape teachers' attitudes towards ICTs, and enlighten them on the advantages associated with the use of ICTs (Keengwe & Onchwari, 2008). As a result, participants were asked to explain the initiatives that the Ministry of Education and Training does to equip them with technological skills to operate ICT resources at their schools. Their responses are shown in Diagram 4 below.

Diagram 4: Professional development



Regarding participants 1, 2, 3, and 5, there is a lack of support by the Ministry of Education and Training. It appears that this absence of support from the Ministry of Education and Training has an impact on teachers, as they are not receiving the necessary training and resources to successfully incorporate ICT into their instructional practices. This restricts teachers' ability to use modern educational tools and methods, resulting in traditional teaching methods. Further, there is also a lack of ICT tools and support, as highlighted by participants 2 and 5. The impact of a lack of ICT tools and support contributes to a lack of progress in adopting new pedagogical practices.

As emphasised by participants 1 and 4, the Ministry of Education and Training seems to have no plans for training teachers for ICT integration in the teaching and learning of History. Apparently, in the absence of a clear plan or targeted professional development, teachers may struggle to adopt and integrate new technologies successfully. This sluggishness in improving

teachers' skills may hinder the advancement of teaching methods and hamper the integration of digital resources into History lessons.

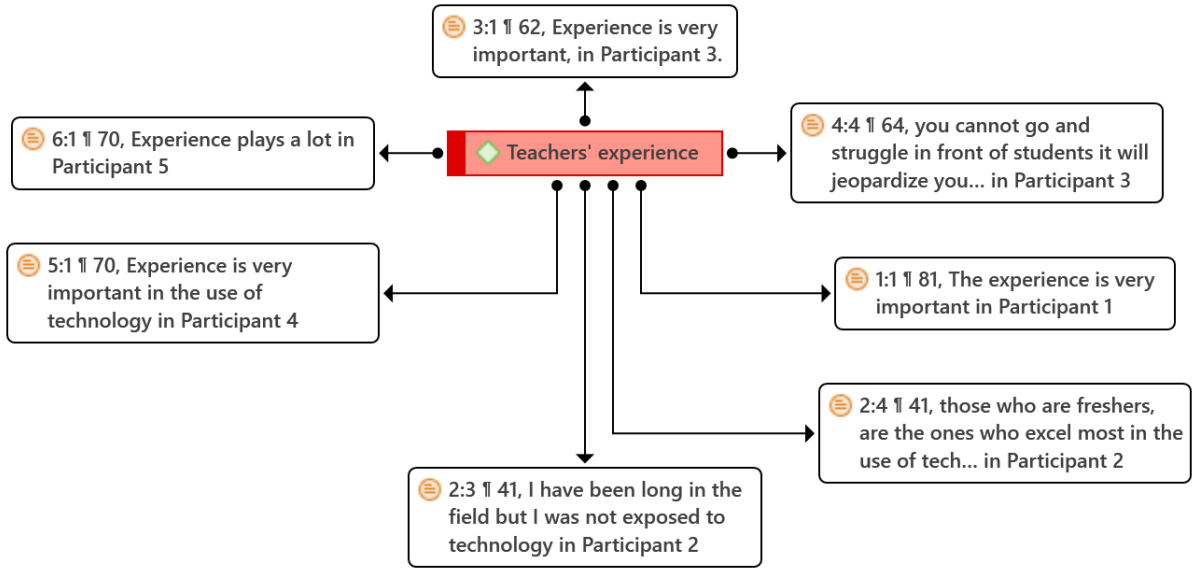
According to participants 1 and 2, a lack of professional development compels teachers to rely on conventional methods of teaching. The implications of perpetuating traditional approaches can result in less interactive and engaging History classes, potentially affecting the motivation of learners and learning outcomes. Teachers may appear to miss creative pedagogical approaches that have the potential to improve the delivery of historical content.

Professional development plays a pivotal role in the career of teachers, especially nowadays when new information emerges every day. In support, Mueller et al. (2008) affirms that teachers need continuous training, workshops, and others to upgrade their knowledge. When it comes to technology, new information and communication technology emerges time and again, so teachers need to adjust their technological skills to adapt to new technologies (Brinkerhoff, 2006). The failure to upgrade teachers with technological skills will demotivate them to use technology to avoid disappointments (Sheninger & Thomas, 2019).

4.10 Teachers' experience

The teachers' teaching experience is important for integrating ICT into teaching and learning, as it significantly influences how effectively teachers integrate these technologies into their instructional practices (Lau & Sim, 2008). According to Russell et al. (2007), teachers' experience is significant on integrating ICT in the teaching and learning as teachers with more experience are likely to integrate ICT in their instructional practices because of exposure on the field as opposed to less experienced as they spend much of their time learning about classroom management and familiarising themselves with the curriculum. Hence, participants were asked to explain whether or not teaching experience plays a significant role on their use of ICT in the teaching and learning of History. Their responses are shown in Diagram 5 below.

Diagram 5: Teachers' experience



Teachers showed varying views on the issue of whether experience is influential or not in terms of integrating technology to teach History. As Participant 2 emphasised, teaching experience does not play a crucial role in ICT integration. This view suggests that there is no connection between experience and the successful use of technology in teaching History.

Contrary to Participant 2, participants 4 and 5 emphasised that the teaching experience plays a significant role in the effective integration of ICT in the teaching and learning of History. The implication is that teachers with more experience have more knowledge of how to use ICT resources and adapt to technological challenges. This can be seen that graduates do better in ICT integration as they are new to the training.

Moreover, this highlights the importance of updating teachers' skills with ongoing professional development for the successful integration of ICT in the teaching and learning of History. Once more, it was highlighted that experienced teachers are able to improvise and make the best use of scarce ICT resources, which could be advantageous in improving teaching and learning of History despite a lack of ICT resources. As a result, this shows that experience can compensate for the lack of formal ICT resources in teaching and learning of History.

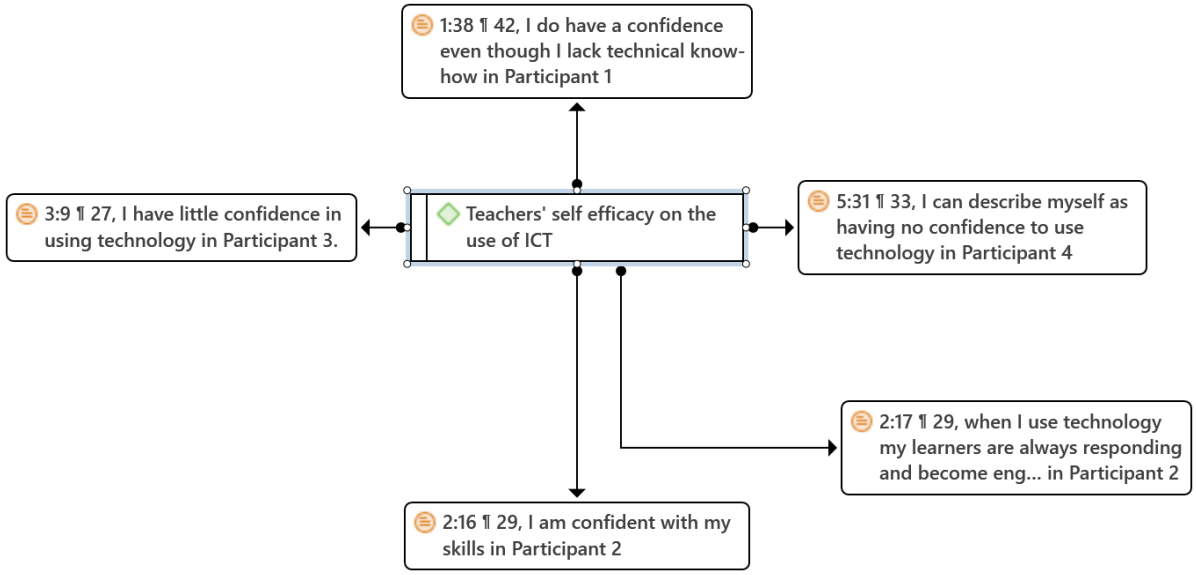
Teaching experience is influential on the integration of ICT in the teaching and learning of History (Lau & Sim, 2008). As highlighted by Russell et al. (2007), teachers with more years of teaching experience use technology more in their teaching, while teachers with less teaching experience make little use of ICT in teaching and learning History because they

spend much of their time learning about classroom management and familiarising themselves with the curriculum. Contrary to that, Kinyanjui (2022) argues that teachers with less experience employ technology more than experienced teachers because they are fresh from training colleges and universities, while experienced teachers were trained before the advent of technology, so they make little use of technology. The diagram below illustrates the teachers' responses based on experience.

4.11 Teachers' self-efficacy on the use of ICT

Teachers' self-efficacy plays a significant role in the integration of ICT in the teaching and learning. In this context, self-efficacy is the confidence and belief that teachers have to manipulate ICT with the perceived likelihood that it will bring improvement in their educational practices (Peralta & Costa, 2007). Thus, participants were asked to describe their ICT skills in the teaching and learning of History. Their responses are shown in Diagram 6 below.

Diagram 6: Teachers' self-efficacy on the use of ICT



With reference to Participant 1, teachers have confidence in using ICT despite a lack of technical knowledge. Teachers' confidence in integrating ICT can lead to more attempts to integrate ICT into teaching, even if they lack skills (Hassan et al., 2016). However, the absence of technical know-how may restrain the efficient use of ICT and hamper the capability to troubleshoot issues independently (Player-Koro, 2012). Participant 3 showed little confidence in using ICT. This low confidence implies that teachers may be reluctant to adopt technology in their instructional practices, resulting in missed opportunities for learners

with digital resources. The teaching and learning of History may be hampered, as teachers may completely avoid using ICT.

It was also discovered that teachers have high confidence and positive student engagement, as evidenced by Participant 2. Teachers' high self-efficacy has the potential to improve teaching efficiency and engage learners. Teachers who are confident are more likely to incorporate ICT creatively, leading to enhanced History classes and enhanced learning outcomes. Again, as shown by Participant 4, some teachers have no confidence in integrating ICT. As a result, a lack of confidence can severely restrict the use of ICT in the teaching and learning of History, leading to missed opportunities to embrace ICT tools and resources (Brown & Davis, 2022). This could also lead to a lack of student engagement and a less dynamic learning environment.

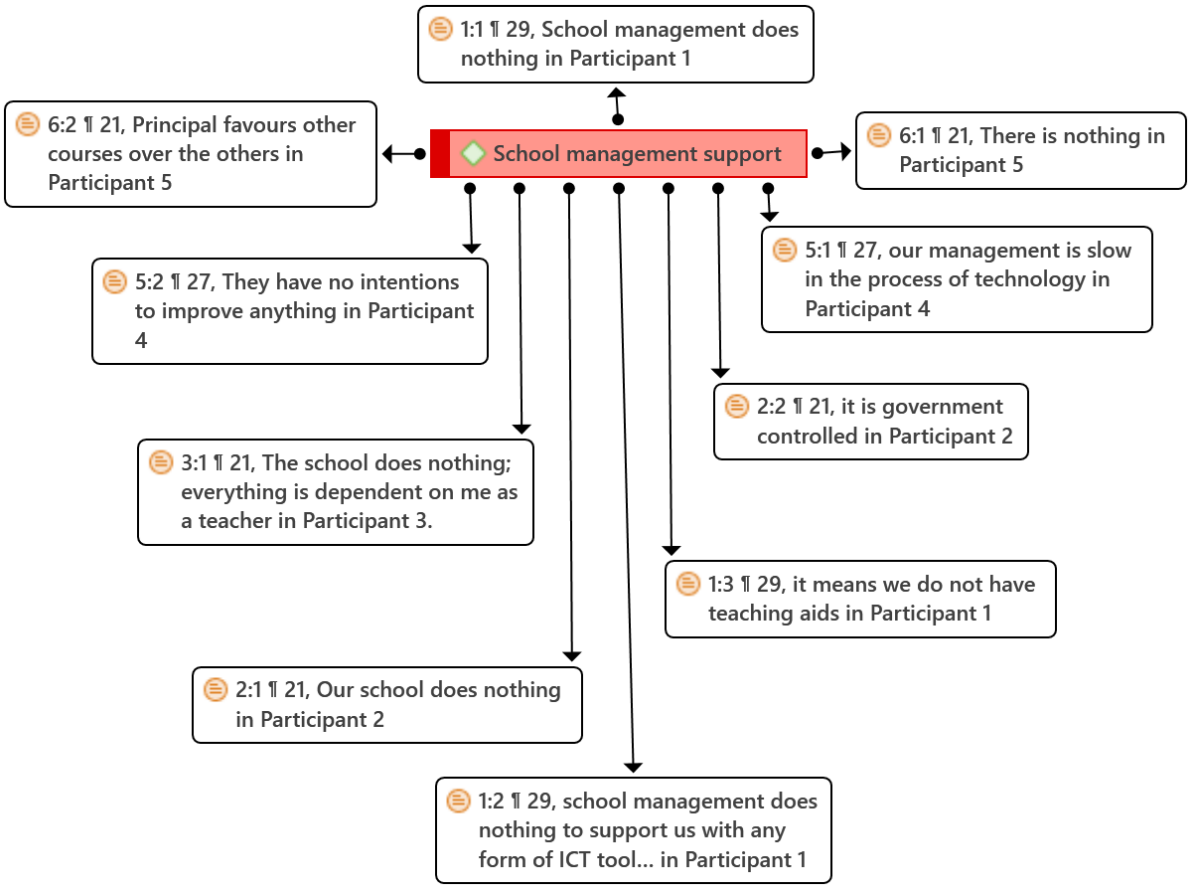
Teachers with high confidence in the use of ICT resources have the likelihood of successfully integrating ICT into History lessons, enhancing student participation and learning outcomes (Tondeur et al., 2016). Conversely, teachers with low self-efficacy may avoid adopting technology, missing its potential to improve teaching and learning of History (Johnson, 2023). However, the use of ICT surpasses the issue of having high or low self-efficacy because it requires skills. Subsequently, Sengai and Mokhele (2022) argue that efficient use of instructional resources will result in enhanced acquisition of the History content.

4.12 Administrative or management support

The administrative support is important for teachers to adopt ICT in teaching and learning. In support, Buabeng-Andoh (2019) affirms that leadership support plays an integral part by ensuring that computers, networks, and the internet are available, by training educators, by offering curriculum centred on ICT, and by providing technical assistance to ensure the seamless and successful integration of ICT.

Additionally, administrative support is important in assisting educators in incorporating ICT into the classroom (Boulton, 2017; Japhet & Usman, 2018; Shin, 2015). Again, the school administrators have to play a significant role in the success of new approaches for teaching and learning (Sengai & Mokhele, 2022). Subsequently, participants were asked to describe initiatives that their school managements do to upgrade their ICT skills to use different technologies in their teaching. Their responses are shown in Diagram 7 below.

Diagram 7: School management support



As shown by participants 1, 2, and 3, there is no support from the school management in assisting teachers to integrate ICT in the teaching and learning of History. This lack of school management support in assisting teachers with ICT resources affects teachers' ability to successfully integrate ICT in the classroom, which may result in less engaging teaching methods. This would mean that this hampers effective teaching and learning of History. Furthermore, school principals favour other subjects at the expense of History, as evidenced by Participant 5. This suggests that History is undervalued when it comes to the allocation of resources and support, increasing the lack of ICT resources to teach History.

Moreover, there is lack of support by the school management concerning ICT integration in the teaching and learning of History which implies that there is a significant gap between the school management and the government as gatekeepers. It appears that, when the government hypothesises ICT integration in the teaching and learning of History, there is poor implementation in schools by school management as stakeholders who have to oversee successful ICT integration.

Participants 1, 2, 3 and 5 highlighted that school management does nothing to support them with any form of ICT tools. This suggests that there is a complete absence of school management support for ICT integration, indicating that the school management is passive and neglects its role to provide essential teaching aids to both teachers and learners. This can lead to unconducive teaching environment where teachers are forced to rely on old-fashioned and insufficient resources.

According to Sengai and Mokhele (2022), the school administrators have to oversee that there are available instructional resources for teachers to utilise for the benefit of learners. However, Participant 4 showed that there were no intentions for school management to assist teachers with support on ICT integration. Thus, the implication is that there is a possible stagnation in initiatives to modernise and improve teaching and learning of History through the adoption of ICT, which may perpetuate the use of conventional methods of teaching.

Participant 3 showed that the integration of ICT in instructional practices is dependent on the capabilities of an individual teacher, which suggests that teachers are left on their own to find their way to integrate ICT in the teaching and learning of History. There is also potential discouragement for teachers with ICT integration in the teaching and learning of History; consequently, learners are missing the potential benefits of ICT in the teaching and learning of History.

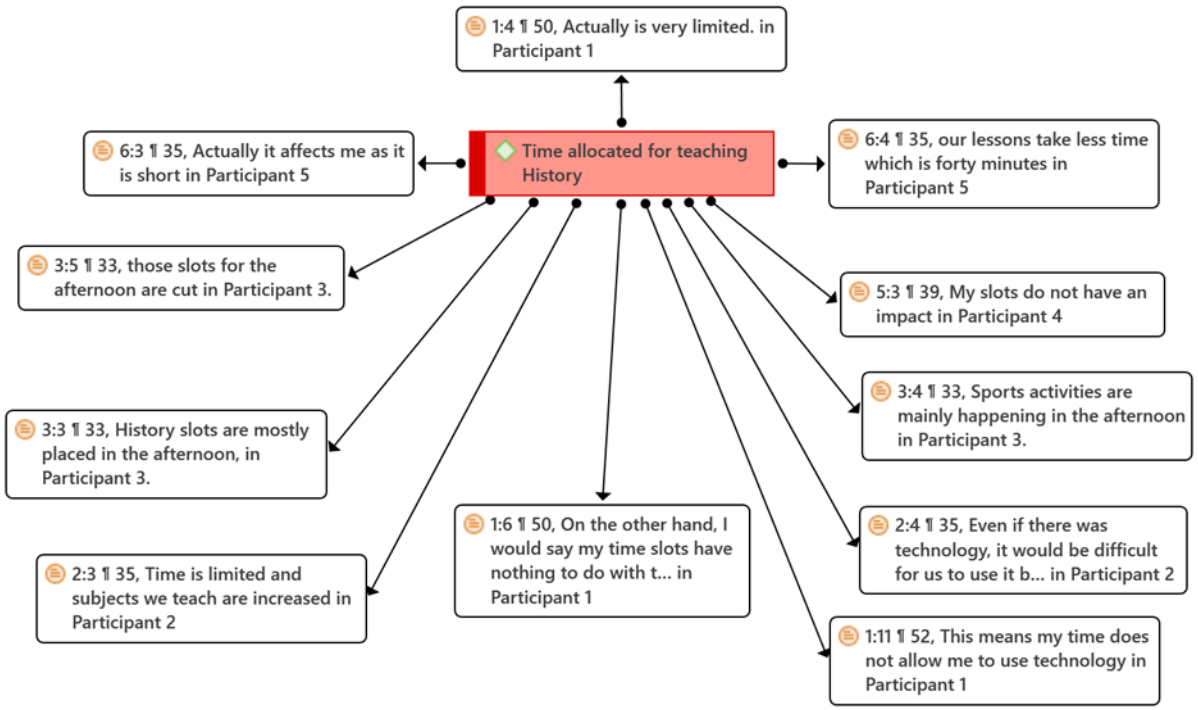
As evidenced by participants' responses, principals are at the forefront of implementing any developments that have to be done in schools. As identified by Japhet and Usman (2018), administrative support plays a significant role in preparing the groundwork for anything that has to be done in schools. They are the leaders, and they oversee that there is success in schools. If principals are reluctant to enforce creative regulations that support ICT integration in schools, teachers on their own cannot implement ICT integration (Shin, 2015). They can influence or hinder the integration of ICT through the regulations they set in schools (Buabeng-Andoh, 2019).

4.13 Time allocated for History lessons

Sufficient time is significant for teachers to plan, execute and integrate ICT in the teaching and learning. Equally important, Harris (2017b) and Lawrence (2018b) assert that planning high-quality learning experiences with technology support requires enough time. Complementary to that, Francom (2022) and Tondeur et al. (2016) argue that insufficient time to organise fresh, technologically-infused learning opportunities is usually found to be a

barrier to educational technological use. As a result, participants were asked to describe how their time slots affect their use of technology in the teaching of History. Their responses are shown in Diagram 8 below.

Diagram 8: Time allocated for History lessons



As shown by Participant 1, time allocated on the time table is perceived as a significant barrier towards ICT integration in the teaching and learning of History. Although Participant 1 acknowledged that the time factor is a barrier to ICT integration, she also highlighted that time allocation does not directly influence their integration of ICT in History teaching, but other factors play a significant role. This suggests that time alone is not the only factor that influences teachers' integration of ICT; other factors have to be taken into consideration when attempting to adopt ICT in the teaching and learning of History.

Furthermore, Participant 2 pointed out that there is limited time and an increased number of subjects to teach, which indicates the increased challenge of adopting ICT in teaching History. Participant 2 corroborates the view of Participant 1 that limited time is not the sole barrier or factor towards a successful integration of ICT in the teaching and learning of History, but skills to manipulate ICT resources are essential.

As evidenced by Participant 3, History slots are in the afternoon, and the afternoon slots are cut as they are competing with sporting activities. This infers that the afternoon slots are

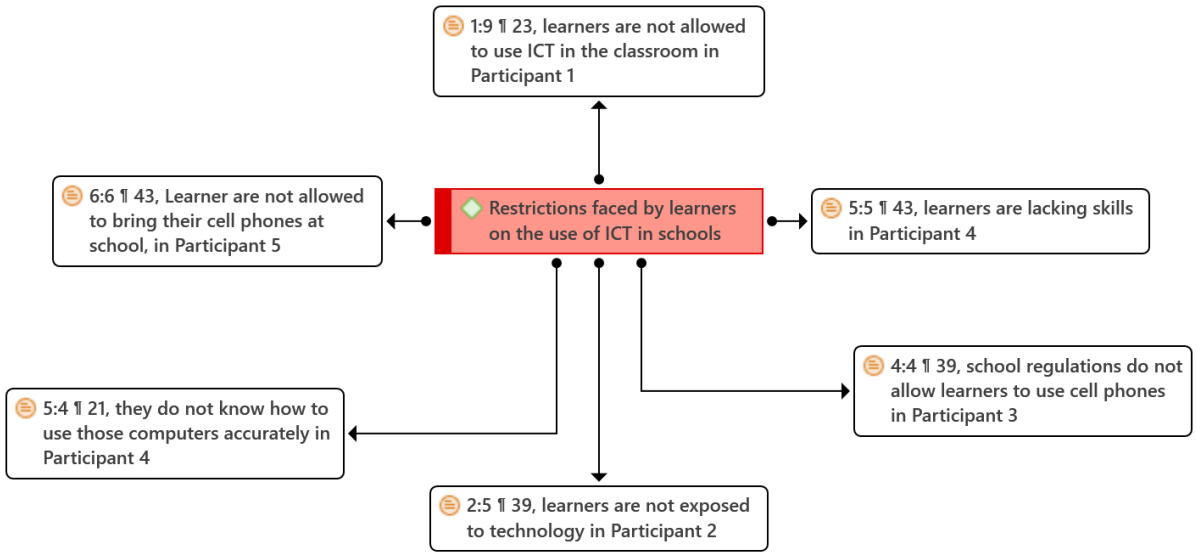
ineffective as they have an impact on teachers' ability to integrate ICT because they are associated with disturbances like sporting activities, harsh weather conditions, learners' exhaustion and many more. Again, Participant 4 concurs with the view that limited time is not the only factor that hampers ICT integration in the teaching and learning of History; other factors beyond time allocation may hinder the successful integration of ICT. This indicates that, even if there is adequate time allocated for History lessons, if teachers do not have the essential skills to manipulate ICT resources that could also affect ICT integration.

Participant 5 also agreed that the time allocated for History, which is forty minutes, is a barrier to ICT integration. The majority of participants have highlighted time as a significant barrier towards effective ICT integration in the teaching and learning of History. It reduces the opportunities to integrate ICT into History lessons, and that would translate into limited success and depth of ICT integration in History lessons. Generally, the issue of time is influential in the integration of ICT in the teaching and learning of History (Lawrence, 2016). As supported by Tondeur et al. (2016), time can also allow or constrain the integration of ICT in the teaching and learning of History.

4.14 Restrictions faced by learners on the use of ICT

Restrictions on the use of ICT faced by both teachers and learners emerge as significant barriers towards ICT integration in teaching and learning. These restrictions hamper a successful integration of ICT in teaching and learning (Nguyen & Smith, 2019). Therefore, participants were asked to describe the challenges they face when integrating ICT in the teaching and learning of History. Their responses are shown in Diagram 9 below.

Diagram 9: Restrictions faced by learners on the use of ICT



As emphasised by Participant 1, learners are not allowed to use ICT in the classroom, that is, school regulations prohibit learners from coming up with their cell phones to use for learning at school. This indicates that this directly hinders learners from integrating ICT during History lessons, restraining their ability to engage with ICT-based resources. Consequently, this can limit the development of digital literacy and harnessing potential benefits that are entangled with ICT devices in the teaching and learning of History.

Again, Participant 5 highlighted that learners are not allowed to bring their cell phones to school. This restriction on personal portable ICT gadgets in the form of cell phones restricts learners from using gadgets that could otherwise serve as educational tools. This policy limits the opportunities for learners to access information and resources through their phones, reducing the potential benefits of ICT devices in History lessons.

In addition, learners lack skills on how to use ICT resources, such as computers as emphasised by Participant 4. The lack of ICT skills among learners implies that learners could not effectively integrate ICT gadgets, even if they be made available in their schools. This ICT skills gap hinders learners from fully engaging in ICT-based learning activities, constraining their ability to embrace technology for studying History.

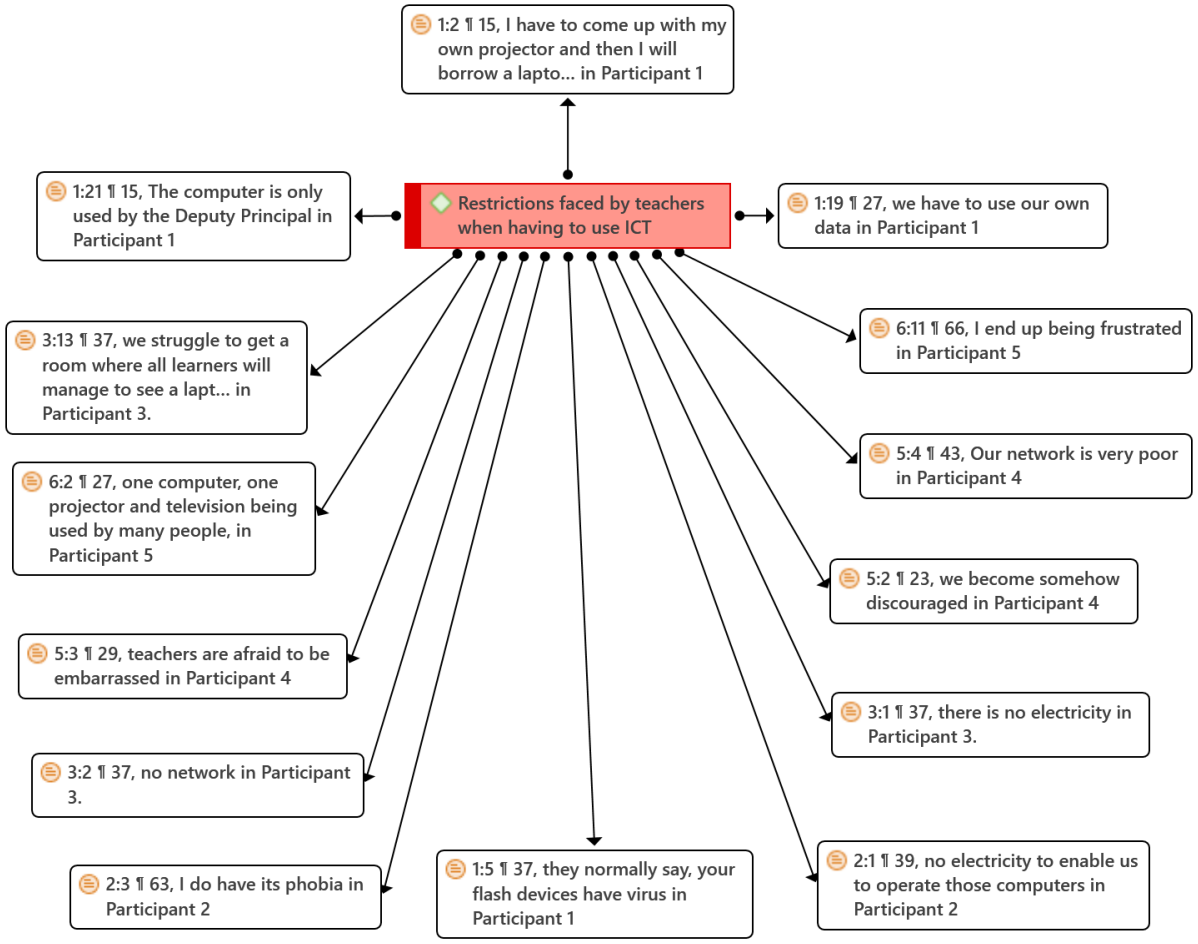
Moreover, Participant 4 showed that learners are not exposed to technology. As a result, this limited exposure to ICT resources indicates that learners are missing out on early learning opportunities to develop ICT skills. This absence of sufficient exposure and practice would mean learners are far away from becoming competent in using ICT resources for their studies, including History.

Similar to Participant 5's comment, Participant 3 also indicated that, learners are not allowed to use their cell phones as per school regulations. The restrictions prolong the digital divide gap while also reinforcing barriers to using personal devices for learning. This also constrains the potential of using mobile devices in the teaching and learning of History, hindering learners from manipulating these tools to enhance their understanding of History. Basically, learners' restrictions on ICT resources may lead to limited learning experiences such as learners not being equipped with relevant skills of the 21st century, which may have an impact on their future when advancing their education resulting into or from inequalities in education.

4.15 Restrictions faced by teachers when using ICT

Restrictions that teachers face when using ICT emerge as significant barriers in teaching and learning. These restrictions constrain teachers from manipulating ICT for the benefit of learners and improve educational outcomes (Siddiquah & Salim, 2017). For that reason, participants were asked to describe the challenges they face when integrating ICT in the teaching and learning of History. Their responses are shown in Diagram 10 below.

Diagram 10: Restrictions faced by teachers when using ICT



Regarding Participant 1, there are quite a number of restrictions that teachers face that are more logistical, such as having to come up with their own technological gadgets, lack of access, shared resources, and issues with flash drives. These restrictions have the potential to hamper successful ICT integration in the teaching and learning of History because teachers may not have ICT resources to use in the classroom and also face extra constraints when using technology. It would seem that, teachers' reliance on their own personal equipment and addressing technical issues can lessen teachers' willingness to integrate technology in teaching and therefore, create additional stress.

Again, Participant 2 showed a phobia of using technology and also faced challenges concerning absence of electricity to enable effective use of computers when teaching. The phobia that the Participant may be referring to may be a lack of confidence or fear to integrate technology in teaching History, which has the potential to affect willingness to integrate ICT into teaching. Again, electricity is a critical infrastructure as far as ICT integration is concerned; thus, the absence of electricity hinders the use of ICT resources, limiting the integration of ICT in History lessons.

Moreover, Participant 4 highlighted that they struggle to get enough space that can accommodate all learners. Participant 4 added that there is no network and electricity. It would appear that there is a challenge concerning infrastructure in schools, as it is also mentioned by Participant 2. These challenges of ICT infrastructure hamper the successful integration of ICT in the teaching and learning of History. The other factor that influences teachers' integration of ICT in teaching and learning History is fear of embarrassment and discouragement from poor network connectivity, which can affect the motivation of teachers and their confidence in using ICT as indicated by Participant 4. The unreliable network becomes a threat to the integration of ICT in the teaching and learning of History, especially when having to use online resources, potentially hampering the quality of teaching and learning.

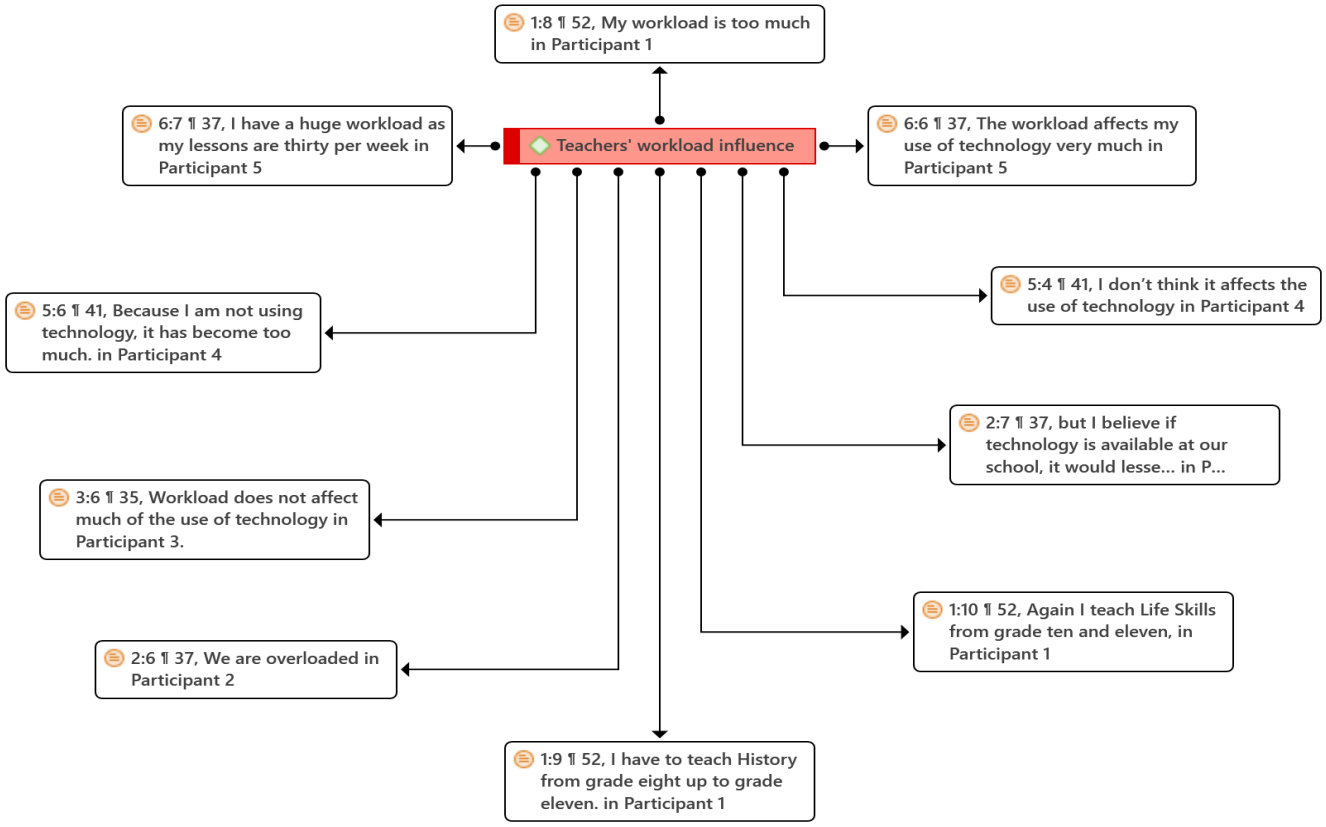
Participant 5 stressed that there are limited ICT resources as there is only one computer, one projector, and one television. This limited access may restrict teachers when having to use ICT resources, as there may be competition with other teachers teaching other subjects, and this will automatically affect teachers' willingness to embrace technology in the teaching and learning of History. The other barrier is the frustration that was emphasised by Participant 5. This creates a barrier to knowledge, as teachers will be hindered from enhancing their knowledge and that of learners.

4.16 Teachers' workload influences on the use of ICT

The workload of teachers is very important in teaching and learning. This was proven by Samarawickrema and Stacey (2007), who warn that increased workload as well as teaching with technology poses a threat to teachers when they had to use ICT in their classroom practices. Again, Neyland (2011) concurs that, ICT integration is a problematic issue while teachers are crippled by the overloaded curriculum. As a result, participants were asked to

describe how their workload affects their use of ICT in the teaching and learning of History. Their responses are shown in Diagram 11 below.

Diagram 11: Teachers' workload influences on the use of ICT



As shown by Participant 1, the workload of teachers is heavy to the extent that some have to teach History from grade 8 up to grade 11 as well as life skills from grades 10 and 11. It would seem that there is an extensive workload, including teaching multiple subjects across grade levels, which calls for extra demands on their time and energy. This heavy workload can reduce the time available for planning and integrating ICT into History lessons, leading to less efficient use of technology.

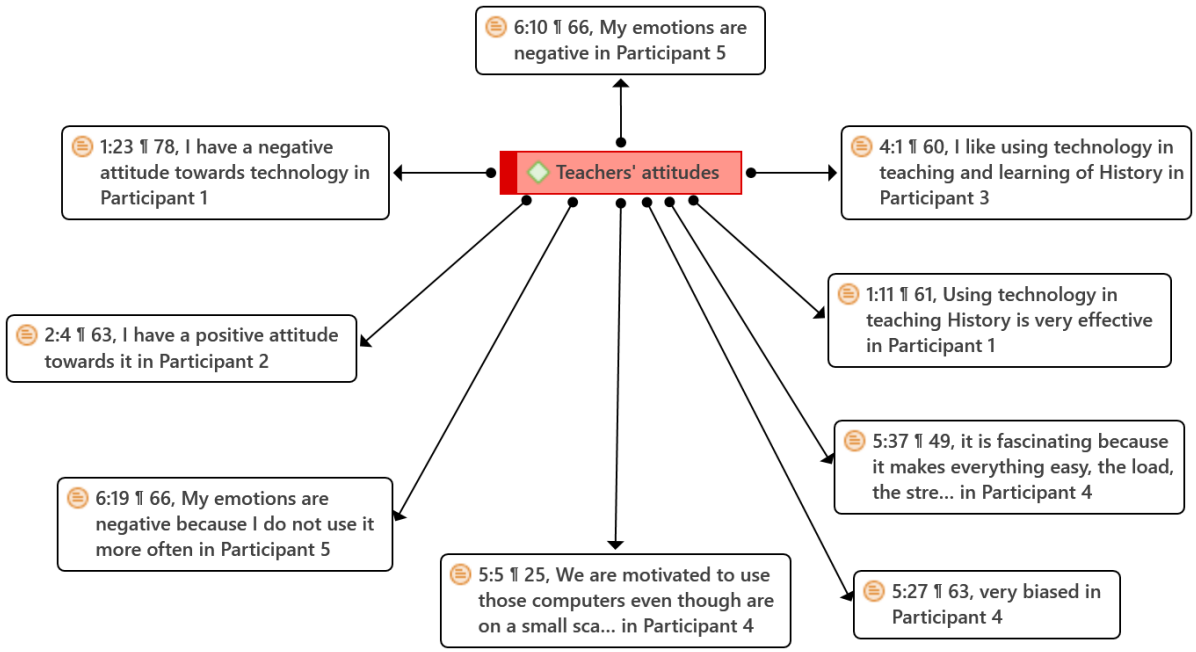
Participant 2 also indicated that they are overloaded. This suggests that teachers face high demands across their responsibilities. This overload can lead to exhaustion and limit the time and effort available for incorporating ICT into teaching, affecting the quality and effectiveness of ICT integration. Contrary to participants 1 and 2, Participant 3 indicated that workload has no significant impact in the teaching and learning of History using ICT. It would appear that, teachers may have the necessary skills or be able to strike the right balance in integrating ICT with other teaching commitments. However, this may not be the case for all teachers.

In addition to that, Participant 4 highlighted that their workload is heavy because they are not integrating ICT into their instructional practices, as that would alleviate the burden of traditional teaching. As a result, some teachers seem to believe that technology has the potential to lessen the teaching and learning, making it more efficient and less labour-intensive. Participant 5 indicated that he had a heavy workload of 30 lessons per week. This high number of lessons per week contributes to a heavy workload, leaving less time for ICT integration in teaching History. This can be a barrier to adopting technology effectively in the teaching and learning of History.

4.17 Teachers' attitudes towards the use of ICT

Teachers' attitudes towards the use of ICT play an integral part in teaching and learning. The attitude that teachers possess towards ICT determines its acceptance or rejection of it in teaching and learning (Amadu et al., 2018). Therefore, participants were asked to describe their views, feelings and emotions on the use of ICT in teaching and learning of History. Their responses are shown in Diagram 12 below.

Diagram 12: Teachers' attitudes towards the use of ICT



On one hand, participants 4 and 5 showed negative attitudes and emotions towards the integration of ICT in the teaching and learning of History. This could be the result of a lack of resources to utilise in schools, a lack of skills, a lack of technical support, and unfavourable school regulations towards ICT integration, among others. Besides, this negative attitude could be due to the fact that they are not aware of the potential benefits that

technology integration could offer in the teaching and learning of History. These biases and negative attitudes may hinder the successful integration of ICT in the teaching and learning of History in schools.

On the other hand, participants 1, 2, and 3 demonstrated positive attitudes towards the integration of ICT in the teaching and learning of History. This may suggest that teachers are aware of the potential benefits of ICT adoption in teaching and learning by enhancing student engagement and learning outcomes. This would also imply that these teachers are eager to adopt and embrace technology in their instructional practices, thereby improving the teaching and learning of History. Then again, participants 1 and 4 acknowledged the effectiveness and motivation that ICT has in the teaching and learning of History, which could be translated into enthusiasm to try to adopt new technologies in the teaching of History.

Basically, participants showed diverse perspectives and attitudes toward ICT integration in teaching and learning of History, ranging from positive to negative. The positive attitudes seem to dominate the negative attitudes. This suggests that individual preferences and experiences in ICT integration play a significant role in how technology is perceived and adopted. To address the issue of negative attitudes that may hinder the effective integration of ICT in teaching and learning of History, continuous professional development programs tailored to using ICT in teaching History and providing access to ICT resources can be used. Accommodating and understanding of these differing views of teachers can be significant, as that could lead to successful and accepted ICT integration in the classroom.

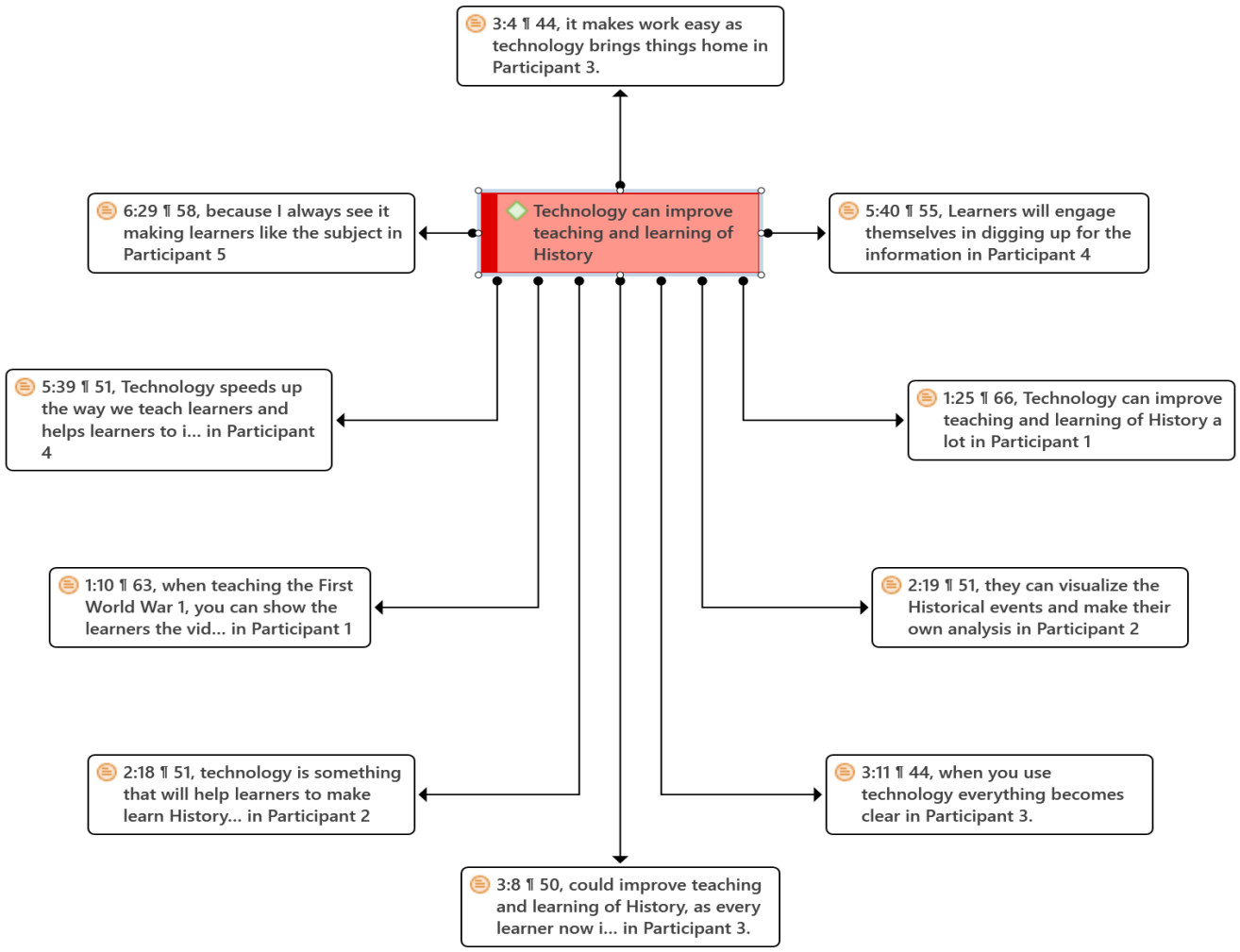
This diverse perspective and attitude imply that there has to be a balanced approach that caters to both positive and negative feedback. Developing tailored support and training to meet the needs and preferences of all teachers could be essential to harnessing the benefits of ICT integration in the teaching and learning of History. Teachers' attitudes influence their acceptance or rejection of technology. According to van Deursen and van Dijk (2019), teachers who have positive attitudes towards ICT integration are likely to integrate it into their instructional practices, while teachers who have negative attitudes towards ICT are likely to not integrate it into their teaching.

4.18 Teachers' views on the integration of ICT in the teaching and learning of History

Teachers' views are very important on the integration of ICT in teaching and learning as they determine whether teachers will embrace technology or not in their instructional practices

(Hui Fung & Maat, 2021; Hong, 2016; Rosa, 2016). According to Amadu et al. (2018), teachers are likely to embrace ICT in their instructional practices if they believe it will improve teaching and learning. Then, participants were asked to describe their views on how the integration of ICT will improve the teaching and learning of History. Their responses are shown in Diagram 13 below.

Diagram 13: Teachers' views on the integration of ICT in the teaching and learning of History



As shown by participants 3 and 5, teachers believe that technology can ease the teaching and learning of History and enhance learners' engagement in the teaching and learning of the subject. It would seem that teachers believe technology significantly improves the learning experience in History by making complex information more accessible and engaging through the use of ICT tools that can help clarify historical events and make them more relevant and understandable. This suggests that teachers may willingly integrate ICT into their instructional practices.

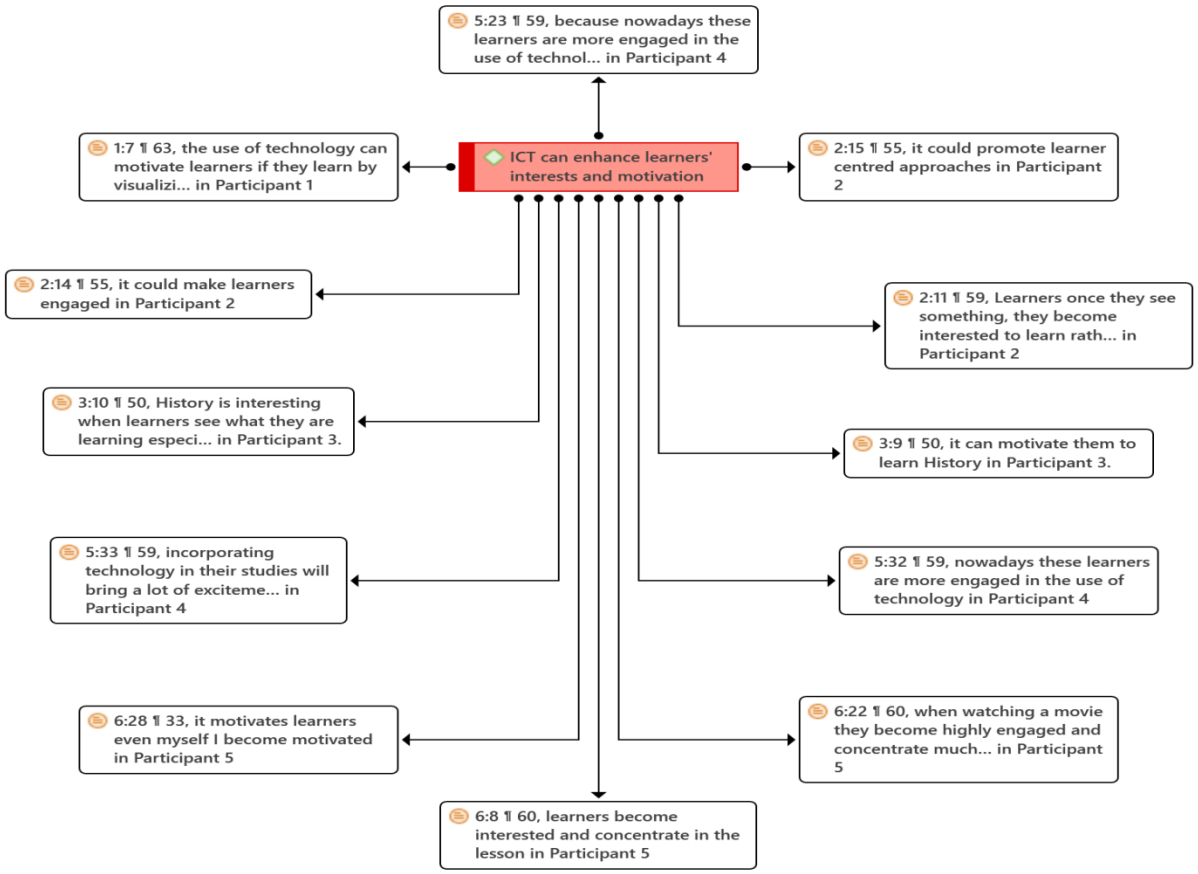
Further, Participant 4 highlighted that technology could accelerate teaching and learning and enhance interaction. This indicates that Participant 4 may be enthusiastic to integrate ICT in the teaching and learning of History. Moreover, participants 1 and 2 pointed out that ICT can enable the visualisation and clarification of complex historical concepts. This positive view towards the potential benefits of ICT in the teaching and learning of History would motivate teachers to adopt ICT in teaching History.

In addition, participants 3 and 4 emphasised that ICT can arouse learners' interest in learning History and facilitate inquiry in the teaching and learning of History. This suggests that technology enables independent learning. The overall implications are that all the participants' view ICT integration in teaching and learning as significant because it will improve teaching and learning of History. This positive view suggests that History teachers are more willing to integrate ICT into their instructional practices.

4.19 ICT can enhance learners' interest and motivation

Teachers' perceptions should be taken into account in any attempts that are meant to integrate ICT in teaching and learning (Mensah & Osman, 2022). According to Al-Adwan et al. (2023), teachers may adopt and embrace technology if they perceive it as a valuable tool that can enhance learners' interest and motivation, or they may not adopt it if they perceive it as lacking potential to enhance learners' interest and motivation. Participants were asked to explain their views on how the use of ICT in the teaching and learning of History could improve learners' interest and motivation. Their responses are shown in Diagram 14 below.

Diagram 14: ICT can enhance learners' interest and motivation



As evidenced by participants 2, 4, and 5, ICT is an essential tool and has the potential to enhance learners' engagement, which could automatically increase learners' interest in the subject matter when ICT is used efficiently. When learners are actively engaged and motivated, they are likely to take part in their learning, thus achieving better learning outcomes. It would appear that teachers are willing to embrace ICT in teaching History with the positive view that it will capture and enhance learners' attention. This was supported by Sengai and Mokhele (2022) that, the use of instructional materials can improve the learning outcomes in teaching and learning of History.

Again, participants 1, 2, and 3 emphasised that the ICT facilitates the visualisation of historical events that make learning more meaningful and interesting. In the same way, teachers are inclined to embrace and adopt ICT in the teaching and learning of History when

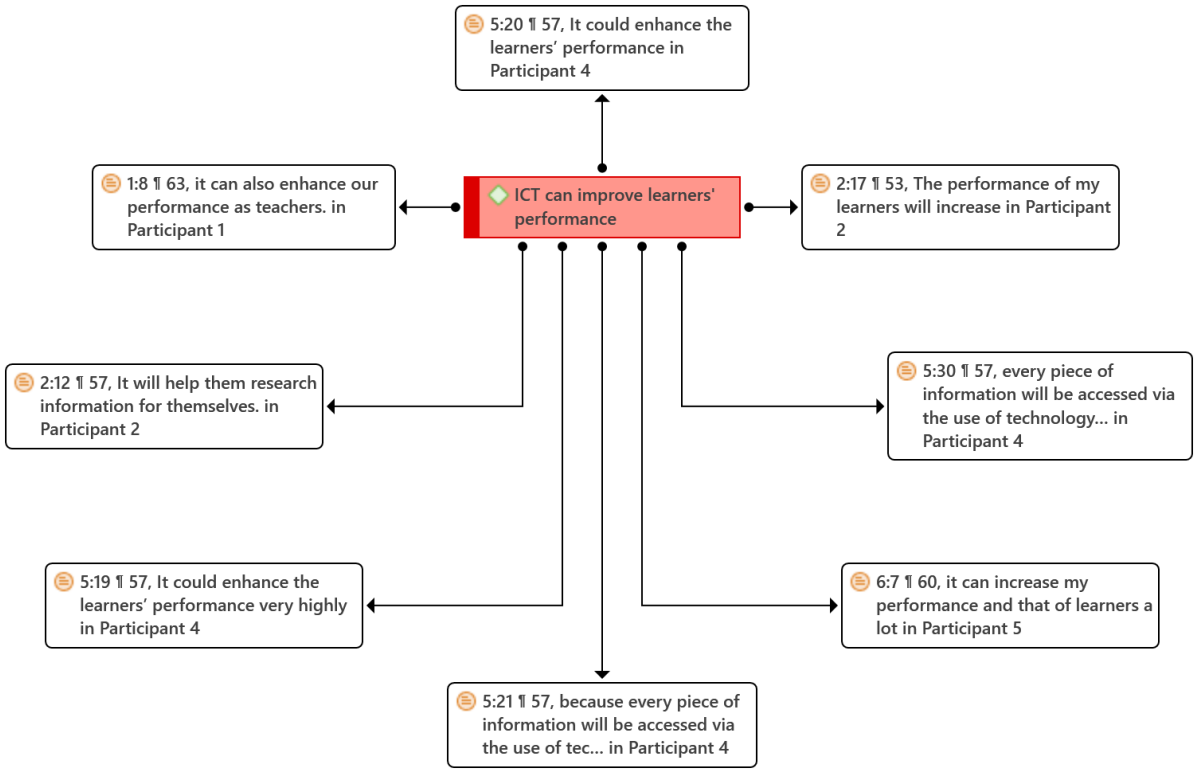
they perceive it as having the ability to simplify complex historical concepts, making them concrete, which could be translated into improved learning outcomes (Emin & Sami, 2016).

Furthermore, participants 4 and 5 highlighted that adopting ICT in the teaching and learning of History could bring excitement and concentration to learners. This suggests that teachers view technology integration as having the ability to revolutionize traditional History lessons into lively and interesting lessons. Teachers may be more inclined to use technology if they view it as bringing excitement and enthusiasm to the classroom setting (Marikyan et al., 2023). Participant 2 also perceived ICT as a resource that could promote learner-centred approaches. This perception could empower teachers to adopt ICT in the teaching and learning of History. Basically, the majority of participants view ICT positively, with the potential to make History lessons more engaging and exciting, and this positive view can lead to frequent use of ICT in the teaching and learning of History.

4.20 ICT can improve learners' performance

Teachers' views on ICT integration play a significant role in teaching and learning of History (Banda et al., 2020). This is because teachers' views predict their acceptance or rejection of ICT in the classroom (Rosa, 2016). To be precise, teachers will be inclined to use ICT if they view it as a valuable tool that could enhance their performance and that of their learners whereas they may not be inclined to use ICT if they do not see any value in it (Zawacki-Richter & Jung, 2023). Participants were asked to describe their views on the use of ICT on how it could improve learners' performance in the teaching and learning of History. Their responses are shown in Diagram 15 below.

Diagram 15: ICT can improve learners' performance



As indicated by the diagram above, participants 2, 4, and 5 expressed that ICT can improve learners' performance in History. This is because they believe that technology provides easy access to a wide range of historical resources and information. This positive view by teachers may imply that teachers are likely to adopt and use ICT resources at their exposure more frequently in their instructional practices.

In addition to that, participants 1 and 5 believe that technology does not only improve learners learning outcomes but also enhances the performance of teachers as well. This indicates that teachers views ICT as a tool that can help streamline lesson planning provide access to a wide range of resources to use to teach History, and manage classroom practices efficiently. As a result, this could be translated into teachers' eagerness to adopt and use technology in their instructional practices.

Participant 2 emphasized that ICT integration in the teaching and learning of History facilitates independent learning as it enables research. This implies that teachers perceive ICT as a valuable tool in the teaching and learning of History for both learners and teachers. It would mean teachers are encouraged to invest more in technology and can go as far as seeking professional development on their own, experimenting with new technologies, and advocating for ICT tools in their schools.

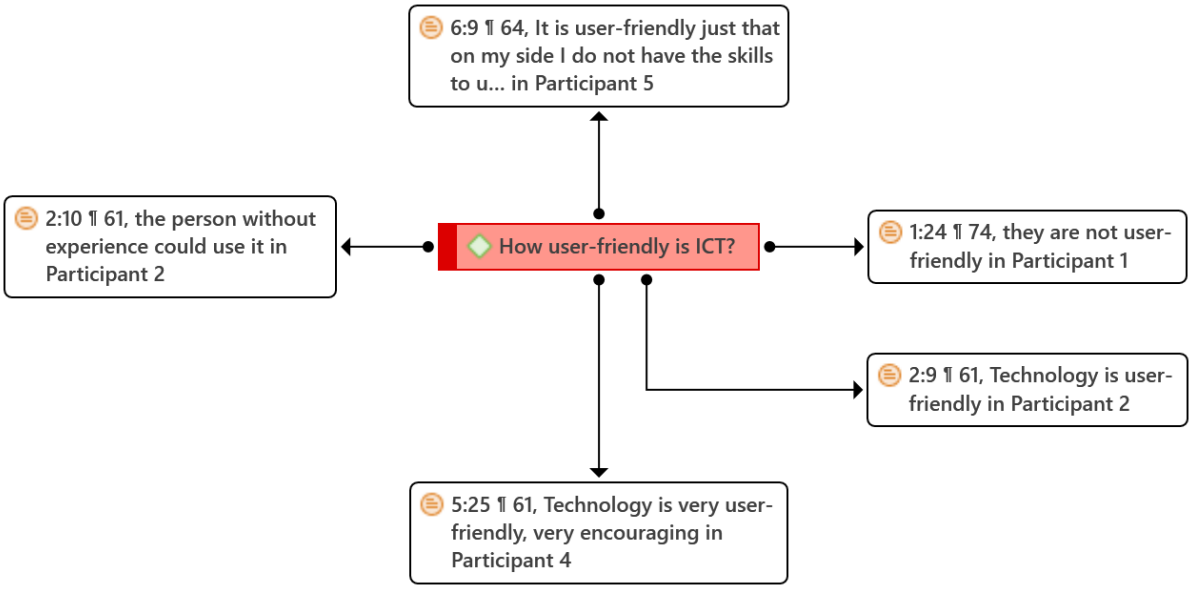
Generally, teachers perceive the integration of ICT in the teaching and learning of History as a valuable tool to enhance their performance and that of their learners. As per TAM's assertion, this would mean that teachers are likely to adopt and embrace ICT in their instructional practices because they believe it can improve learning outcomes and teaching efficiency (Zawacki-Richter & Jung, 2023).

That is, if teachers believe that a new technology like educational software or digital tools will help their learners learn more effectively or improve their teaching efficiency, they are more likely to adopt it (Al-Adwan et al., 2023). For instance, if the teacher thinks teaching using a laptop or TV to visualise any historical topic will make learners understand the topic better, they are more inclined to use it.

4.21 Is ICT user-friendly?

The way teachers perceive ICT in teaching and learning is significant. That is, if teachers view ICT as user-friendly, they are likely to use it or if they view it as not user-friendly, they are likely not to use it (Ping & Liu, 2020; Marikyan et al., 2023). Therefore, participants were asked to describe how user-friendly ICT is in teaching and learning of History. Their responses are shown in Diagram 16 below.

Diagram 16: Teachers' perception of ICT in teaching and learning



The responses on the diagram above reflect a range of perceptions regarding the user-friendliness of ICT in the teaching and learning of History. As indicated by participants 2 and 4, ICT is user-friendly. The second participant went further to highlight that even a person without prior experience can use ICT successfully, emphasising that it is designed to be easy

and untaught to navigate. This positive view that ICT is effortless can encourage History teachers to adopt and integrate ICT into their instructional practices. Also, teachers can be inclined to experiment with and integrate ICT gadgets into their teaching.

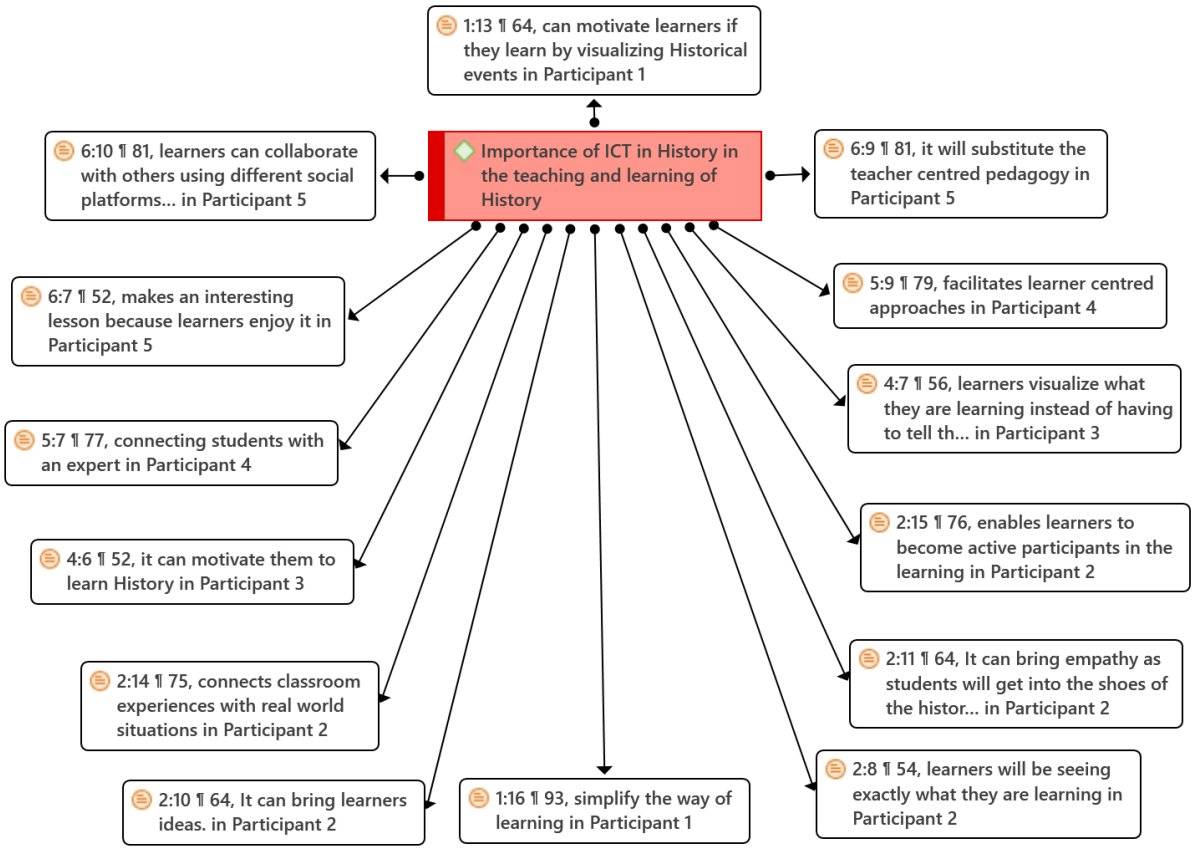
Contrary to the positive view that ICT is user-friendly, participants 1 and 5 disagreed that ICT is easy to use. This view shows that teachers encounter some problems when integrating ICT into their instructional practices. Participant 5 confirmed the fact that ICT is effortless but noted a personal lack of ICT skills as a barrier. It would seem that, while ICT may be user-friendly, individual skills differ.

The view that ICT is not easy to use can be addressed by providing professional development tailored for ICT integration in the teaching and learning of History. This would improve the usability of ICT in the teaching and learning of History and eradicate that negative perception. While other teachers see technology as easy to use in the teaching and learning of History, others struggle with it, which calls for technical support and continuous professional development.

4.22 Importance of ICT in the teaching and learning of History

The way teachers regard ICT integration plays a significant role in the teaching and learning. That is, teachers will embrace ICT based on its perceived usefulness in teaching and learning (van Deursen & van Dijk, 2019). Therefore, participants were asked to describe their views on the perceived usefulness of ICT in the teaching and learning of History. Their responses are shown in Diagram 17 below.

Diagram 17: Importance of ICT in the teaching and learning of History



As shown in the diagram, participants 1, 3, and 5 highlighted that the integration of ICT in the teaching and learning of History is significant as it does not only enhance motivation and engagement but also enables learners to visualise historical events, thus facilitating enjoyable lessons. Without any doubt, with this positive view, teachers are likely to adopt ICT in their teaching of History. Furthermore, Participant 5 emphasized that ICT allows learners to collaborate and connect with their peers and the experts in the field. This collaboration and connection of learners with real-world perspectives can motivate teachers to integrate ICT in the teaching and learning of History. This also shows that teachers can be enthusiastic about integrating ICT more often in their teaching of History.

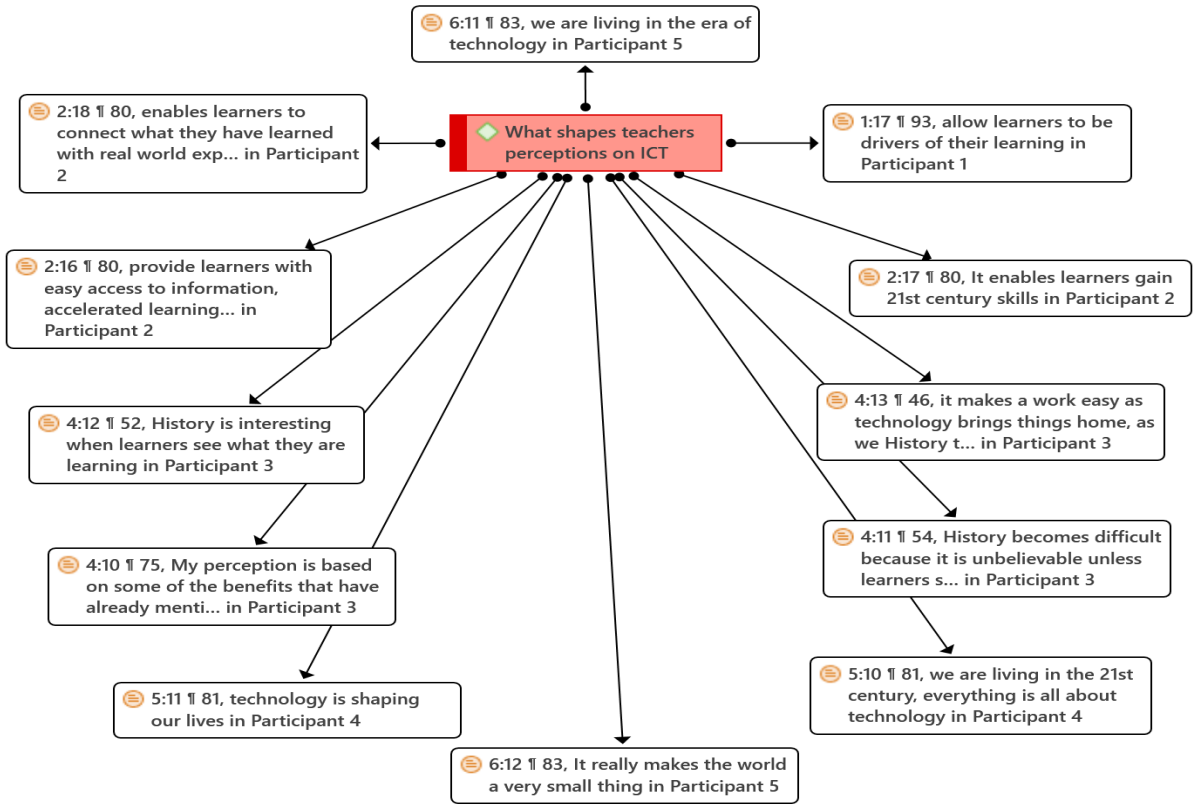
Again, Participant 2 emphasized that ICT connects classroom experiences with real-world situations. In addition, ICT develops empathetic learners because they understand and experience historical events from the perspectives of historical diagrams. The view that ICT can provide immersive learning experiences can foster teachers to embrace ICT. Participants 2, 3, and 5 view ICT as having the potential to increase learners' active participation, hence facilitating learner-centred pedagogies and substituting teacher-centred pedagogies in the teaching and learning of History. This may also imply that teachers are likely to integrate technology into History lessons.

In addition, participants 1, 2, and 3 regard ICT as a valuable tool that provides simplicity in the teaching and learning of History as it enables learners to visualise historical events. It would also mean that, with this positive view of ICT making History relatable, teachers may integrate it into their teaching practices.

4.23 Factors that shape teachers' perceptions of ICT integration in teaching and learning of History

Factors that shape teachers' perceptions towards ICT integration have to be taken into consideration for successful integration of ICT in teaching and learning of History (Banda et al., 2020). Therefore, participants were asked to explain what shapes their views on ICT integration in the teaching and learning of History. Their responses are shown in Diagram 18 below.

Diagram 18: Factors that shape teachers' perceptions of ICT integration in teaching and learning of History



As evidenced by participants 4 and 5, technology is inevitable because we are living in the 21st century. Teachers acknowledged the prevalence of technology, and this recognition of technology, as a defining feature, shaped teachers' positive perceptions in the teaching and learning of History. Arguably, this recognition that ICT is a crucial tool for aligning with

educational standards and practices may encourage teachers to adopt ICT in the teaching and learning of History.

Participants 2 and 3 view technology integration in the teaching and learning of History as an essential resource that has the potential to enhance learning experiences through easy access to information, visualisation, and engagement with historical content. This view that ICT has the potential to simplify complex historical topics may motivate teachers to actively integrate ICT in the teaching and learning of History. Further, participants 1 and 2 have a similar view that ICT integration facilitates the acquisition of 21st century skills and enables independent learning. This position would encourage teachers to integrate ICT in the teaching and learning of History.

Participant 3 showed that the positive perception is motivated by the benefits entangled with the use of technology in the teaching and learning of History, which include making learning easier and more engaging. Participant 3 went on to show that History can be challenging if it is learned without anything to relate to it in the form of visualisation, which technology facilitates. In addition, Participant 2 showed that ICT goes beyond the walls of the classroom to connect classroom experiences with real-world situations. With these positive perceptions of the adoption of ICT in the teaching and learning of History, there is likelihood that teachers can integrate ICT. What need to be done are the efficient allocation of ICT resources and the provision of tailored professional development.

4.24 Summary of chapter

This chapter presented and interpreted the generated data on the teachers' perceptions of the integration of ICT in the teaching and learning of History. The data was categorised into themes. Under each theme, there is a diagram illustrating the responses of teachers based on the questions asked, which were based on the purpose of the study. As a result, a comprehensive analysis and interpretation of the data was performed based on the responses. The following Chapter 5 summarizes the findings of this study, discusses the findings of the study, and concludes and recommends based on the findings of this study.

CHAPTER 5
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous Chapter 4 presented and interpreted the data that was generated. This chapter outlines the summary of findings, discussions of findings, implications of the study findings, conclusions based on the findings and recommendations.

5.2 Summary of findings

The problem of this research emanates from the integration of ICT in the teaching and learning of History in the context of Lesotho. Regardless of how speculative the curriculum of History, ICT policy for Lesotho, Lesotho Basic Education Curriculum Policy, Curriculum and Assessment Policy, and the National Strategic Development Plan II are towards integration of ICT in the teaching and learning of History, there seems to be a problem concerning the integration of ICT in the classroom. Research has been conducted on ICT integration in Lesotho, even though it was conducted on other subjects, not History. Therefore, the current study sought to fill the gap by exploring History teachers' perceptions of ICT integration in the context of Lesotho so as to expand on the available body of knowledge and inform educational policies in Lesotho.

The research problem was explored using a qualitative research approach, with interpretivism as the foundational paradigm. The current study adopted a multiple case study research design, with five different secondary schools as the cases. Convenient sampling was used to select the schools, while the participants were selected purposefully. The semi-structured interviews that were carried out through one-on-one interviews and telephone interviews were used to generate data for this current study. The data generated was analysed through thematic analysis with the help of ATLAS.ti software.

The trustworthiness of the study was ensured by following Lincoln and Guba's criteria, which involve credibility, transferability, dependability, and confirmability. The study also acknowledged all the methodological choices and techniques that influenced my values. The research ethics were thoroughly maintained throughout the research, starting with data generation, analysis, and reporting phases.

The study found out that, lack of the availability and accessibility of ICT resources are the major factor that influences teachers' perceptions on ICT integration in the teaching and learning of History. Again, the study highlighted that lack of professional development plays a significant role on the teachers' perceptions on the integration of ICT in the teaching and learning of History. Absence of professional development results into lack of teachers' self-efficacy, lack of ICT skills, restrictions on teachers when having to adopt ICT in the instructional practices and lack of ICT integration in the classroom.

Moreover, the study demonstrated that, administrative support is the significant barrier that influences teachers' perceptions on the integration of ICT in the teaching and learning of History. This administrative support plays a crucial role in formulating policies that favour or hinder ICT integration. It allocates ICT resources in schools and makes ICT resources accessible; it provides teachers with technical support, and professional development; it manages the workload of teachers; it allocates sufficient time for each subject and prepares a conducive environment that allows innovation and creativity.

Furthermore, the study found out that, teachers have positive attitude and perceptions towards ICT despite the challenges that they encounter such as lack of ICT tools, lack of ICT infrastructure, lack of administrative support, heavy workloads, limited time, lack of technical support and restrictions that they face when having to integrate ICT in the teaching and learning of History. Teachers view ICT as a valuable tool that could enhance their performance and that of their learners. Despite lacking the necessary skills, teachers view ICT as user-friendly.

Lastly, the study discovered that, teachers view ICT positively because they are influenced by the benefits entangled with ICT including equipping learners with digital literacy skills, creating engaging classrooms, simplifying complex historical topics through visualisation of videos. ICT further allows independent learning to take place at any time through research. Teachers acknowledged the fact that it is the era of technology; so, it is inevitable and students are much more engaged in the use of technology.

Nonetheless, the study had limitations, which include a small sample size, interruptions during winter examinations, and a shift from focus group discussions to telephone interviews. These issues affected the credibility, transferability, dependability, and confirmability of the results. Despite these challenges, the study maintained trustworthiness through the

triangulation of semi-structured interviews, one-on-one interviews, and telephone interviews. However, these limitations were considered when interpreting and applying the findings.

5.3 Discussion of findings

In this section, the data presented in the previous pages is discussed thematically based on the research questions. The convergence and divergence of findings from this research and previous studies are critically examined. The findings are further discussed to validate the assertions of the Technology Acceptance Model (TAM) and Resources and Appropriation Theory (RAT), which underpin this study. Therefore, what follows is a discussion of findings based on the research questions.

5.3.1 Factors that influence the teachers' integration of ICT in the teaching and learning of History

To address this research question, semi-structured interviews were conducted with five History teachers from five high secondary schools. The objective was to explore the factors influencing teachers' perceptions of integrating information and communication technology (ICT) in the teaching and learning of History. The interviews were analysed thematically using ATLAS.ti software.

The study showed that all participating teachers across the five schools held a Bachelor of Education degree. However, the majority of the teachers showed a lack of adequate skills to use ICT in the teaching and learning of History. This issue arises because the National University of Lesotho and Lesotho College of Education, as the teacher training institutions, do not offer courses specifically designed to train teachers on how to integrate ICT into their respective subjects.

The findings of this study challenge the assertion made by RAT that the educational level of teachers significantly influences the use of technology in teaching and learning, suggesting that those with higher education levels integrate ICT more often (Clayton & Macdonald, 2013). Additionally, the results disapprove Gulbahar and Guven's (2008) claim that teachers with advanced degrees are more likely to use ICT tools to promote critical thinking, collaboration, and creativity among students due to their stronger theoretical foundation and practical experience in educational methodologies.

Furthermore, the study established that the majority of participants had more than two years of teaching experience. While teachers' experiences are believed to influence perceptions of ICT integration in History teaching and learning, this study found that experience does not

impact the integration of ICT in the teaching and learning of History. This contrasts with the findings of Kinyanjui (2022), which suggest that experienced teachers use technology more than novices, and disputes Russell et al.'s (2007) assertion that teaching experience affects the quality of ICT integration in the classroom.

The study discovered that age does not influence teachers' perceptions of ICT integration in the teaching and learning of History, as most teachers (four out of five) fell within the age group of 35–44 years, with only one teacher aged 25–34 years, all expressing positive perceptions towards ICT integration. Despite RAT's claim that younger individuals have an advantage in experimenting with new technologies (Ling, 2012) and the assertion that older people are less likely to use technology (Vroman et al., 2015), this study found no age-related differences.

Moreover, the study findings agree with Johnson et al. (2016) statement that teachers who receive adequate training and ongoing support in using ICT tools are more likely to overcome age-related barriers and successfully integrate technology into History teaching. Similarly, Ertmer (2005) argues that teachers' beliefs about the benefits of technology in education, their confidence in using technology, and their pedagogical beliefs are critical factors influencing their adoption of ICT, irrespective of age.

The study found out that gender does not influence teachers' perceptions of ICT integration in the teaching and learning of History. Among the participants, there were four male teachers and one female teacher. While gender dynamics are considered significant in how ICT is integrated into History teaching practices according to RAT, this study's findings diverge from gender stereotypes and align with Gebhardt et al.'s (2019) research, which revealed no gender disparities in ICT use for pedagogy in secondary schools.

The study established that the limited availability and accessibility of ICT resources in schools significantly impact teachers' perceptions of integrating ICT into the teaching and learning of History. The lack of ICT resources, including hardware (such as computers, servers, routers, projectors, and printers), software (applications, operating systems), and digital content, influences teachers' perceptions and acts as a barrier to ICT integration. Teachers reported instances where ICT resources were physically present but inaccessible due to a lack of Wi-Fi or limited availability, hindering their use in teaching.

The shortage or limited access to ICT resources significantly affects teachers' teaching methods, leading to frustration and feelings of inadequacy. Despite recognising the importance of technology in engaging students and improving learning outcomes, teachers often resort to traditional teaching methods due to these limitations. This finding aligns with the Resources and Appropriation Theory, emphasising the significance of material access in bridging the digital divide gap (van Dijk, 2005).

ICT resources are essential for enhancing student engagement through interactive lessons, multimedia presentations, and online resources (Bolick, 2020). Teachers perceived the lack of these resources as a barrier to maintaining student interest and motivation in History lessons. Moreover, teachers indicated that the absence of adequate ICT resources increases their workload, as they must teach multiple subjects across different grades without sufficient technological support.

In today's digital age, ICT skills are increasingly crucial for both teachers and students (Martin, 2016). However, the study established that the lack of ICT resources hampers teachers' ability to adequately prepare students for future digital skills needed in higher education and careers. This limitation stifles teachers' capacity to innovate and create dynamic, interactive learning experiences, a concern highlighted by the Resources and Appropriation Theory (Gonzales, 2016; van Dijk, 2005).

The findings of this study are consistent with Bell and Barr's (2023) research on integrating technology in A-level History classes in Northern Ireland, which established that teachers perceived insufficient resources, inadequate computer access, and a shortage of student devices as impediments to using ICTs in instructional practices.

The study discovered that technical support influences teachers' perceptions of ICT integration in the teaching and learning of History. Most teachers reported a lack of technical support in their schools, relying instead on each other for assistance in using ICT tools effectively. They indicated that relying on each other discourages them, as in some instances the knowledgeable teacher may be occupied with a lesson, thus unable to assist with ICT integration.

These results align with RAT, as it articulates that social resources play a crucial role in material access. RAT theorises that the amount of support positively impacts device availability, variety of devices, diversity in peripherals, and device maintenance (Helsper

&Van Deursen, 2017). The results further corroborate Buabeng-Andoh's (2012) claim that the absence of technical support in schools affects maintenance, resulting in device breakdowns, and Becta (2004b) suggests that technical support is critical for ensuring consistent use of ICT tools in education.

The study also revealed that professional development is among the factors that influence teachers' perceptions of ICT integration in the teaching and learning of History. Teachers expressed dissatisfaction with the lack of professional development opportunities focused on ICT skills from the Ministry of Education and Training. This gap in training impacted their confidence and ability to integrate technology into History teaching.

The study findings align with Faduke's (2012) study, where teachers highlighted the importance of ongoing professional development and training opportunities to effectively integrate ICT into their teaching practices. Teachers expressed a desire for more training sessions, workshops, and resources specifically for the teaching and learning of History. Again, the study aligns with Banda et al.'s (2020) study results, which established that while many teachers acknowledged the potential benefits of ICT in the teaching and learning of History, they also encountered obstacles such as limited access to ICT infrastructure, inadequate training, and concerns about maintaining the integrity of historical content.

The study also revealed that inadequate administrative support and professional development further hinder ICT integration and influence teachers' perceptions of ICT integration in the teaching and learning of History. Teachers felt unsupported by school management in integrating ICT into History teaching. Issues included lack of policy support, insufficient resources, and limited interest from school principals.

This lack of administrative support discourages teachers from fully integrating ICT into the teaching and learning of History, as emphasised by Johnson and Smith (2016). The study findings also resonate with the Resources and Appropriation Theory, which emphasises that social support influences technology use in education (van Deursen et al., 2017; van Deursen & van Dijk, 2019). Therefore, without administrative support and professional development, the actual adoption of ICT by History teachers will remain a challenge, despite advocacy in various educational policies and curriculum documents.

The study identified time constraints as another factor influencing teachers' perceptions of how to integrate ICT into the teaching and learning of History effectively. Many teachers

expressed difficulty integrating technology due to the limited weekly teaching hours allocated for History. They highlighted that integrating ICT would further strain their already constrained schedules, limiting their ability to delve deeply into technology-enhanced teaching methods.

The study findings agree with Harris's (2017b) claim that integrating ICT into the teaching and learning of History often requires significant time investment for curriculum development, lesson planning, and technology implementation. Similarly, Buabeng-Andoh (2012) and Tondeur et al. (2016) argue that insufficient time to organise fresh, technologically-infused learning opportunities is usually found to be a barrier to educational technological use.

In many schools in Lesotho, the teaching and learning of History is exam-oriented. Teachers focus on covering the syllabus so that students will be prepared for exams. Consequently, teachers often do not consider using technology in their instructional practices. This aligns with the view that time constraints may lead to surface-level integration of ICT, where teachers primarily use technology for basic tasks such as presentations or research (Nguyen & Leung, 2020). This shallow integration may limit the potential of ICT to transform teaching and learning of History and enhance student learning outcomes.

Another factor discovered was teachers' self-efficacy, which influences teachers' perceptions of ICT integration in the teaching and learning of History. Teachers expressed a lack of confidence in their ICT skills, despite acknowledging their importance. Many hesitated to use ICT in teaching due to fear of embarrassment or ineffective use in front of students. This finding aligns with previous research, which found that teachers' self-efficacy determines their use of ICT in instructional practices (Brun & Hinostroza, 2014; Player-Koro, 2012). This underscores the need for ongoing training and support in ICT skills for teachers.

Workload was also identified as a significant barrier that influences teachers' perceptions of ICT integration in the teaching and learning of History. Teachers cited existing heavy workloads, multiple grades, and subjects as impediments to adopting ICT. The study corroborates previous findings by Samarawickrema and Stacey (2007) and Neyland (2011), which showed that increased workload as well as teaching with technology poses a challenge to teachers when they have to use ICT in their classroom practices.

However, some teachers indicated that workload does not impact the incorporation of ICT in the teaching and learning of History, suggesting that it could potentially ease their workload by allowing students to work independently. This result aligns with the Technology Acceptance Model, which suggests that teachers will accept technology if they believe it will enhance their performance and that of their students (Marikyan et al., 2023; Zawacki-Richter & Jung, 2023).

The study discovered that there are constraints faced by both teachers and learners that influence teachers' perceptions of the adoption of ICT in the teaching and learning of History. For learners, teachers found it difficult to incorporate ICT using available resources such as cell phones because learners are not allowed to bring them to school and lack adequate skills to use the limited computers available.

Consequently, teachers are discouraged from incorporating ICT in the teaching and learning of History. For teachers, challenges include insufficient skills, limited ICT resources in schools to capacitate learners, inadequate networks, and frustrating attempts to implement teaching strategies associated with ICT integration, forcing them to stick to traditional teaching approaches.

Furthermore, the study demonstrated that the majority of teachers had positive attitudes towards ICT integration in the teaching and learning of History. Teachers value the integration of ICT, despite their schools lacking the necessary support systems to make this happen. The results of the study disagree with the Technology Acceptance Model that teachers will use technology if they perceive its usefulness (Amadu et al., 2018; Zawacki-Richter & Jung, 2023). However, while teachers perceive technology as a useful tool that would improve their work, enhance student interest and motivation, and ease their workload, they face barriers such as a lack of ICT resources, technical support, administrative support, and professional development.

Additionally, Muia (2021) confirms that teachers' attitudes toward ICT and their perceptions towards it are key to manifesting any ICT integration in their teaching and assessment activities in the classroom. Similarly, González-Sanmamed (2017) suggests that teachers' attitudes determine whether they will use ICT or not. However, from the results of this study and previous studies, it seems that positive attitudes are insufficient without skills, ICT resources, technical support, administrative support, and others.

The results of this study support Yilmaz and Bayraktar's (2014) study on teachers' attitudes toward technology use, which highlighted that while teachers hold student-centred beliefs about technology use, they struggle to implement them through constructivist integration. Similarly, Waiganjo and Paxula, (2020) accentuate that teachers in smaller communities have beliefs aligned with technology integration, but they face limitations. Thus, while teachers' beliefs may be positive about technology incorporation, actual implementation requires factors such as skills and a supportive environment, including access to technology, professional development, technical and pedagogical support, collaboration, leadership advocacy, and student-centred learning approaches.

The study also discovered that teachers' views on ICT integration are influenced by their personal experiences and practical challenges encountered in using technology effectively in classrooms. While they recognised the potential benefits of ICT, such as enhanced learning and engagement, they also expressed frustration with the technical difficulties and logistical issues they face.

While teachers generally expressed positive perceptions and attitudes towards ICT integration in the teaching and learning of History, several barriers impede effective implementation. These barriers include limited access to ICT resources, inadequate administrative support, insufficient professional development, time constraints, heavy workloads, and a lack of technical assistance. Addressing these challenges is essential for promoting effective ICT integration in the teaching and learning of History and improving learning outcomes.

5.3.2 Teachers' perceptions on the integration of ICT in the teaching and learning of History

To address this research question, telephone interviews were conducted with five History teachers from five high schools. The objective of these interviews was to explore teachers' perspectives on the integration of ICT in the teaching and learning of History. The data from the interviews was analysed thematically using ATLAS.ti software.

The study revealed that a majority of teachers view technology as a tool that can enhance the teaching and learning of History. They believed ICT facilitates easier work processes, increases student engagement, accelerates knowledge transmission, fosters independent learning, enables visualisation of historical events, and encourages learners' interest in the subject. Furthermore, teachers noted that students' existing familiarity with technology can be leveraged to improve the teaching and learning of History. These findings align with TAM's

assertion that individuals will adopt technology if they perceive it as enhancing their performance (Marikyan & Papagiannidis, 2023; Zawacki-Richter & Jung, 2023).

These results are consistent with Jatileni and Jatileni's (2018) study on teachers' perceptions of ICT in teaching and learning, where technology was seen as a potent tool enabling instruction anytime, anywhere. Similarly, Waiganjo and Paxula (2020) express positive perceptions among teachers regarding ICT integration in teaching and learning. Mensah and Osman (2022) conducted a study in Ghana on social studies instructors' perceptions of ICT, finding that its integration enhances engagement, variety, and presentation. Likewise, Saidu and Alabi (2020) studied History teachers in Nigeria and found out that ICT positively impacts teaching and learning by improving instructional presentations and students' retention of historical knowledge.

According to research by Ertmer (2005), instructors believe that technology improves their methods and increases efficiency in the classroom. It addresses how lesson preparation, resource management, and assessment procedures can be made more efficient by technology, supporting the notion that ICT makes work processes simpler. Additionally, a meta-analysis conducted by Schmid et al. (2014) examined several studies and consistently found evidence that technology improves student engagement by offering multimedia-rich, interactive learning experiences. This supports the finding that using technology enhances students' interest in learning about History.

The results are further consistent with Zhao and Frank's (2003) research showing that the use of ICT in History teaching promotes autonomous learning and speeds up the transfer of knowledge, as established. Technology enables students to learn independently and provides access to a wealth of material, thereby accelerating knowledge transfer. Similarly, the results align with Davis (2017), indicating that technology encourages autonomous learning in History classes by empowering students to conduct in-depth, self-paced historical inquiry.

Moreover, Berson and Berson (2015) discuss how digital storytelling and interactive simulations engage students in historical narratives, making History more relevant and interesting. Their findings agree with the idea that technology enhances learners' interest in History by making it interactive and relatable. Clark (2011) examined the use of virtual reality (VR) and augmented reality (AR) technologies to visualise historical events and enhance student understanding and interest in History, establishing that ICT enables visualisation of historical events and encourages learners' interest in the subject.

Additionally, the study found out that teachers perceive ICT as a means to enhance learners' interest and motivation. They observed that multimedia content, such as movies or videos depicting historical events, captures students' attention and stimulates their desire to learn. Teachers expressed optimism that ICT can make History lessons more engaging and relevant by transcending traditional boundaries. These perceptions reinforce TAM's premise that individuals will accept technology if they perceive it as valuable for teaching and learning (Amadu et al., 2018).

The findings agree with Makuru's study (2020), which examined the perspectives of biology teachers in Lesotho regarding the use of ICT in classroom instruction. The study revealed that teachers acknowledged the importance of ICT in teaching biology and had adequate access to technology resources. Again, the study of Phiri (2016) that determined how students and teachers felt about using ICTs in the classroom to teach and learn mathematics authenticated the findings, as it discovered that ICTs are beneficial for both teachers and students, but obstacles like a lack of resources, an unsupportive curriculum, high costs, and an internet connection hinder integration.

In the same way, the findings of the current study agree with Amengor's (2011) study, which established that teachers have positive perceptions of ICT integration in teaching History, believing it will bring fruitful results, motivate students, and promote teamwork. In addition to that, Mahdum et al.'s (2019) results corroborate the current study's findings that teachers' perceptions of ICT's usefulness and ease of use were positive. They believe it can make learning more effective, increase motivation, develop positive attitudes, and make activities more interesting and enjoyable.

Furthermore, the study indicated that a majority of participants view ICT as a tool that can enhance students' performance by enabling them to access information independently and collaborate effectively. Teachers emphasised that ICT facilitates learning by making historical events vivid and memorable, contrasting with traditional methods reliant on verbal narration. These insights support TAM's assertion that teachers will embrace technology if they believe it improves their own and their students' performance (Zawacki-Richter & Jung, 2023).

Correspondingly, Knezek and Christensen (2019) carried out a study that investigated History teachers' perceptions of the benefits and challenges of integrating ICT into History instruction. Findings revealed that while teachers recognised the potential of ICT to enhance

student engagement and learning outcomes, they also faced various barriers, such as inadequate access to technology, a lack of training, and concerns about the relevance of ICT to the teaching and learning of History. Similarly, Ertmer (2005) studied teachers' perceptions of ICT as a tool to support students' independent learning, and found out that ICT helps students work more productively and independently, thereby improving academic performance.

The results align with Hsu and Huang's (2014) research, which investigated how ICT tools, such as multimedia and interactive materials can boost students' interest and engagement, potentially increasing academic achievement in various subjects, including History. Multimedia materials and other digital technologies have a place in History instruction, as noted by Karsenti and Fievez (2013), who found out that ICT, can improve students' comprehension and retention of historical information by making events more vivid and memorable.

Contrarily, Jones and Tanner (2016) emphasize challenges associated with integrating ICT into History instruction, suggesting that over-reliance on ICT may hinder students' critical thinking in historical studies and advocating for a balanced approach. Similarly, studies reviewed by Collins and Halverson (2009) compared ICT-based and traditional historical education techniques, noting that while ICT can enhance student engagement, traditional methods like face-to-face discussions and primary source analysis remain essential in teaching History.

Furthermore, the study revealed mixed perceptions regarding the user-friendliness of ICT among teachers. While some found ICT intuitive and accessible, others perceived it as challenging to use effectively. Overall, this study concludes that teachers generally view technology as user-friendly, despite varying levels of proficiency. This finding underscores TAM's proposition that individuals are more likely to accept technology if they perceive it as user-friendly (Emin & Sami, 2016). These findings are in agreement with Ertmer's (2005) study, which discussed teachers' varying perceptions of technology integration, highlighting both its intuitive aspects and challenges in instructional settings.

Prensky (2005) investigated the views of digital immigrants and natives on ICT, noting that younger digital natives often find ICT more intuitive due to their familiarity, while older digital immigrants may find it more challenging. Research, such as that reviewed by Cuban (2001b), indicates that advancements in technology and user interfaces have made ICT more

approachable for teachers over time. However, a study by Angeli and Valanides (2009) also pointed out difficulties in integrating ICT into classrooms, emphasising the importance of teacher preparation and support in effective ICT use.

5.3.3 Reasons why teachers perceive ICT the way they do in the teaching and learning of History

To address this research question, face-to-face interviews were conducted with five History teachers from five high schools. The objective was to investigate why teachers perceive ICT as they do in the teaching and learning of History. Thematic analysis of the interview data was conducted using ATLAS.ti software.

The study found out that the majority of participants emphasised that technology provides quick access to vast amounts of information and resources, aiding in researching and understanding complex historical concepts. Technologies such as videos and interactive media enhance student engagement and interest in History by offering visual and interactive learning experiences. Moreover, technology allows for a shift towards learner-centred approaches, enabling students to explore topics independently and collaborate with peers rather than relying solely on the teacher for information.

Additionally, technology offers flexibility in teaching methods and materials, facilitating personalised learning experiences tailored to students' needs and preferences. These findings align with the Technology Acceptance Model (TAM), which posits that individuals' perception of technology is based on perceived usefulness, ease of use, and attitude towards technology (Amadu et al., 2018; Marikyan & Papagiannidis, 2023; Zawacki-Richter & Jung, 2023).

Furthermore, participants indicated that technology helps connect historical concepts to real-world situations, promoting deeper understanding and application of knowledge. They noted that using technology can reduce costs associated with traditional instructional materials like textbooks, making learning resources more accessible. Integrating technology into the teaching and learning of History also helps students develop critical 21st century skills such as critical thinking, problem-solving, and digital literacy. Technology facilitates global connections and collaboration, enabling students to interact with experts and access diverse perspectives on historical events and issues.

Based on these findings, it is evident that History teachers perceive technology the way they do because they view it as crucial for modernising teaching and learning of History,

enhancing resource access, fostering engagement, facilitating personalised learning, and preparing students for the digital age. These conclusions support TAM's assertion that individuals will accept technology based on its perceived usefulness, ease of use, and attitude towards it (Al-Adwan et al., 2023; Marikyan & Papagiannidis, 2023).

These findings align with those of Heo et al. (2018) and Yildirim (2017), who found out that digital technologies outperform conventional approaches in History teaching. Comparing digital resources, interactive platforms, and multimedia presentations to traditional textbooks and teaching techniques, they demonstrate how these strategies enhance historical literacy, engagement, and learning outcomes.

However, the findings contrast with those of Banda et al. (2020), who revealed that teachers believed using ICT for teaching and learning of History portrayed them as overly dependent on technology, led to student misbehaviour, wasted time due to short lesson durations, and was challenging to incorporate. Sandhortz's (2016) study similarly found out that teachers perceived ICT integration as unreliable, especially for those unable to differentiate between facts and opinions.

The study also revealed that teachers perceive ICT as they do because they are influenced by the potential benefits of ICT and the ubiquity of technology in the current era. Many participants expressed that living in the 21st century necessitates embracing technology, which enables independent learning, fosters 21st century skill acquisition, provides easy access to information, accelerates learning processes, and simplifies instructional tasks. Moreover, participants highlighted that History becomes more engaging and believable when learned through interactive technology rather than traditional storytelling methods, as technology brings historical events to life and makes them more relatable.

These findings that interactive technology makes History more accessible and interesting than traditional techniques are corroborated by Berson and Berson (2015) and Clark (2011). They discuss how digital storytelling, simulations, virtual reality (VR), and augmented reality (AR) can help students learn more about History and become more interested in it by making historical events seem more genuine.

The idea that technology promotes autonomous learning and the development of 21st century skills, including critical thinking, problem-solving, creativity, cooperation, and communication, is supported by research by Bates (2019) and Zhao and Frank (2003).

Additionally, the findings of Hattie (2009) and Higgins (2014) support the view that technology improves information access and speeds up learning processes.

5.4 Conclusions

Several significant conclusions can be drawn based on the findings of the study on teachers' perceptions of ICT integration in the teaching and learning of History in Lesotho. It is concluded that History teachers in Lesotho lack essential ICT skills regardless of holding higher professional qualifications such as bachelor's degrees in education because they are not given enough training on ICT during their pre-service training. Therefore, it is important for teachers to be trained on the use of ICT during their pre-service training especially on the ICT tools specific for teaching History so that they can use them for the benefit of students.

In contrast to the assumptions made by RAT, neither the experience nor the age of teachers significantly influences the teachers' perceptions on ICT integration in the teaching and learning of History. It appears right to conclude that the assumption that young teachers are more likely to integrate ICT into their instructional practices than older teachers may not be held universally. The current study disproves the contention that women are less likely to integrate ICT into their instructional practices than men. Therefore, the study concludes that there is no significant difference between males and females in ICT integration, refuting the stereotypes about gender differences made by RAT.

The study further concludes that without active administrative support, there is no way teachers will integrate ICT in the teaching and learning of History. The administrative support is accountable to oversee the development and implementation of curriculum, support teachers with resources, provide teachers with technical support, and provide professional development for teachers to keep them updated with new skills as educational technologies keep evolving. Again, the study concludes that, there will be continuous digital divide in schools, if there are unsupportive school regulations especially the policies that prohibit students from bringing their cell phones at school to use them for learning.

Moreover, the study concludes that, no matter how speculative Lesotho Basic Education Curriculum Policy, ICT policy, curriculum of History, Curriculum and Assessment Policy, and National Strategic Development Plan are, teachers cannot effectively integrate ICT in the teaching and learning of History because of a lack of ICT resources and limited accessibility of ICT resources in schools. Thus, it is important for the Ministry of Education and Training as the gatekeeper to equitably allocate ICT resources in rural and urban schools.

Despite the challenges teachers encountered when implementing ICT, the study concludes that teachers hold positive perceptions about ICT integration in the teaching and learning of History with the potential to enhance students' engagement, making learning easier and preparing students for future job markets as well as preparing students for the digital world. This positive perception stresses the capacity of ICT to enhance educational outcomes. As a result, coming up with effective mitigation strategies such as ongoing professional development, equal distribution of ICT resources and improved administrative support is significant and would empower teachers to efficiently integrate ICT into the teaching and learning of History in Lesotho.

In addition to that, the study concludes that, despite teachers having positive attitudes and perceptions, they are hampered by a lack of professional development programs, lack of technical support, inadequate ICT resources (hardware, software, and ideological ware), heavy workloads, limited time, lack of skills, lack of self-efficacy and a lack of administrative support in schools to successfully integrate ICT in the teaching and learning of History.

The current study calls for future research that should concentrate on developing comprehensive strategies to help teachers overcome these obstacles and integrate ICT effectively in the teaching and learning of History. This may encompass investigating ground-breaking strategies, professional development, and resource management tailored to local contexts. To sum up, the study provides a comprehensive analysis of the perceptions of teachers and the multifaceted elements influencing ICT integration in the teaching and learning of History in Lesotho. Thus, by coming up with mitigation strategies, educational stakeholders can help teachers use ICT to improve teaching and learning experiences.

5.5 Implications of the study

Based on the findings, the current study has numerous implications for educational policy, practice, and future research. To start with, the study has policy implications. There is a need to revise teacher training curricula at institutions like the National University of Lesotho and the Lesotho College of Education to include mandatory ICT integration courses. Policymakers should prioritise the development of comprehensive guidelines and frameworks that support ICT integration across all subjects, including History.

Furthermore, the study has implications for resource allocation. Policymakers should prioritise putting aside enough budgets to enhance the ICT infrastructure in schools and

provide equal access to hardware, software, and ideological-ware resources. This also encompasses addressing issues of the availability of ICT resources between schools in urban and rural areas.

Again, there are also educational practice implications. There have to be continuous professional development programs that are supposed to be organised by the schools and educational authorities. These programs should prioritise ICT skills and teaching strategies that are tailored to History teaching and learning via ICT. These programs should be accessible to all the teachers and should be continuous.

Next, the study has implications for administrative support. The school administrators, as gatekeepers, should provide enough support to teachers through policies that help teachers integrate ICT into the teaching and learning of History. This could be achieved by creating an encouraging educational environment that enables teachers to experiment and innovate through technology.

The study has implications for teachers. Teachers should consider developing their ICT skills through training and on their own. It is of great significance for teachers to be aligned with technological advancements and tailor their pedagogies in line with technology to enhance the active participation of students and learning outcomes. Besides, there are implications based on the change of attitude. Teachers should develop a positive attitude towards ICT integration in the teaching and learning of History. That is to say, being in a position to recognise the potential benefits of ICT integration in the teaching and learning of History, such as improving teaching and students' active participation, can motivate teachers to embrace technology as a valuable tool in their classroom.

Furthermore, there are implications for students. Students are in a position to benefit from the incorporation of ICT in the teaching and learning of History, which can result in more engaging and interactive learning experiences. Therefore, school regulations should be revised to allow students to bring their cell phones to school. That would also address the issue of a lack of ICT resources and books. The use of ICT in classroom practices enhances deeper understanding of historical concepts, enhances critical thinking skills, and prepares students for future job market demands for digital literacy.

The study calls for future researches. Future research should focus on exploring the effectiveness of ICT integration strategies specific to teaching and learning of History in the

context of Lesotho. Future research studies should focus on evaluating the impact of ICT on the teaching quality, student engagement, and learning outcomes over the long term.

Ultimately, the study has implications for global competitiveness. The use of ICT in teaching and learning of History is of great significance for Lesotho to remain competitive globally in the digital age. Thus, nurturing teachers and students with digital skills and knowledge through effective ICT integration in teaching and learning of History can contribute significantly to their future success in higher education and careers.

Generally, these implications highlight the importance of addressing barriers and leveraging opportunities identified in the study to promote effective ICT integration in the teaching and learning of History in Lesotho. By doing so, educational stakeholders can enhance teaching quality, improve student learning outcomes, and prepare students for the challenges and opportunities of the 21st century digital world.

5.6 Recommendations

Based on the findings discussed in the study regarding teachers' perceptions of the integration of ICT in the teaching and learning of History, several recommendations can be drawn to enhance ICT adoption and integration among History teachers in Lesotho. Firstly, the study recommends ICT training and professional development. The Ministry of Education and training should introduce mandatory ICT training courses in pre-service teacher education programs at institutions like the National University of Lesotho and Lesotho College of Education. These courses should focus on practical skills for integrating ICT into subject-specific teaching, including History. Addressing the skills gap early can equip future teachers with the necessary competencies to confidently integrate ICT in their classrooms.

Secondly, ongoing professional development is recommended. The study recommends that teachers should be provided with continuous professional development that is based on ICT skills and pedagogical strategies tailored to the teaching and learning of History. The ongoing professional development keeps teachers updated with new technologies and relevant teaching methods, developing their skills and capabilities in the use of ICT.

Thirdly, access to ICT resources in schools is recommended by the study. The relevant stakeholders should prioritise allocating adequate budgets to enhance the accessibility and availability of ICT resources in schools, including hardware, software, and ideological resources. The availability and accessibility of ICT resources in schools will bridge the digital

divide gap and solve the problems that hinder effective ICT integration, therefore enabling teachers to effectively integrate ICT in the teaching and learning of History.

Further, the study recommends administrative support and policy development. There has to be the development and implementation of policies at school and district levels that focus on ICT use in the teaching and learning of History. Learners should be allowed and encouraged to bring their cell phones to school with proper supervision of those phones. Administrators support in schools is needed to ensure that there is enough funding and time allocation and to encourage teachers to innovate new teaching methods that are aligned with the demands of the 21st century, including the use of ICT. In addition, administrative support is needed to create an encouraging environment where teachers feel encouraged and supported to innovate with ICT in their teaching practices.

Moreover, the study also recommends dealing with the teachers' workload and the issue of time restrictions. There has to be a review and examination of the curriculum to adjust it to allow teachers to have enough time to prepare, execute, and assess ICT-integrated lessons in the teaching and learning of History. Addressing issues associated with time constraints and workload can encourage teachers to prioritise their efforts to invest in creating engaging and effective ICT-enhanced learning experiences for students.

The study further suggests that there have to be initiatives geared towards creating positive attitudes among teachers towards ICT by the Ministry of Education and Training. This could be facilitated by conducting awareness campaigns and workshops that are purported to promote positive attitudes towards ICT among teachers. It should sensitise teachers about the potential benefits of ICT in enhancing teaching effectiveness, active participation of students, and learning outcomes in the teaching and learning of History. Favourable attitudes towards ICT are the key to developing a culture of innovation and continuous improvement in ICT integration practices among History teachers.

Additionally, the study recommends that the Ministry of Education and Training, through relevant stakeholders, may engage in research and evaluation. The Ministry has to encourage and support research initiatives that explore effective ICT integration strategies specific to teaching and learning of History in the context of Lesotho. It has to assess the impact of ICT integration on teaching quality, student engagement, and learning outcomes. The findings of the research will provide insights into best practices and inform policy and decision-making processes directed at improving ICT integration in History teaching and learning.

The study also recommends for future research. Future research should focus on exploring the effectiveness of ICT integration strategies specific to teaching and learning of History in the context of Lesotho. Future research studies should focus on evaluating the impact of ICT on the teaching quality, student engagement, and learning outcomes over the long term.

Therefore, by attempting these recommendations, educational stakeholders can create an environment conducive to the effective integration of ICT in the teaching and learning of History in Lesotho. This approach will not only empower teachers with the necessary skills and resources but also improve the learning opportunities for students through innovative and technology-enhanced teaching practices.

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Appendices

DATA GENERATION INSTRUMENTS

Semi-structured interviews: What factors influence the teachers' integration of ICT in the teaching and learning of History?

1. How long have you been teaching History?
2. What is your highest qualification?
3. Which ICT gadgets are you aware of?
4. What kind of information and communication technology resources does your school have?
5. Which technology resources do you normally use to teach History?
6. What does your school do to ensure the available technology resources are reliable?
7. How does the issue of ICT resources affect or motivate you in teaching and learning History using technology?
8. What role does your school leadership or management play in equipping you with technological skills?
9. What kind of technical support do you have to help you operate the computers?
10. How often do technology resources malfunction?
11. What initiatives does the Ministry of Education and Training take to help you upgrade your technological skills?
12. What initiatives does your school management engage in to upgrade your skills to use different technologies in your teaching?
13. How would you describe your information and communication skills in teaching History?
14. How would you describe your confidence in technology in teaching History?
15. How do your time slots affect your use of technology in the teaching of History?

16. How does your work load affect your use of technology?
17. What challenges do you encounter when using technology to teach History?
18. Anything else you'd care to add?
19. Thank you for your time.

Telephone Interviews: How do teachers view the integration of ICT in the teaching and learning of History?

1. How are you finding your teaching of History through the use of technology?
2. What do you think of using information and communication technology in the teaching and learning of History?
3. How do you feel about the use of technology in the teaching and learning of History?
4. In your view, how could the use of technology improve the teaching and learning of History?
5. How well do you think ICT could enhance your performance and that of learners?
6. How well do you think ICT could enhance learners' interests and motivation?
7. How user-friendly is technology in the teaching and learning of History?
8. How would you describe your emotions about using technology in the teaching of History?
9. In your view, what can you say about the teaching of History using technology?
10. How is your experience with using technology to teach History?
11. Do you have anything else you would like to add?
12. Thank you for your attentive attention and your time!!

The **last research question** was a follow-up from the responses I received from the semi-structured interviews and telephone interviews on the two research questions and was carried out through one-on-one interviews.

Why do teachers perceive ICT the way they do in the teaching and learning of History?

Looking at your responses, I realised that you are positive about the use of technology in the teaching and learning of History.

1. What makes you believe technology is important in the teaching and learning of History?
2. What makes you think technology can improve the teaching and learning of History?
3. Why do you perceive technology in that way?

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