Obstacles to the Use of Computers in Education throughout Schools in Ajloun Governorate Education District from History Teachers' Viewpoint

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Abstract

The study aimed to identify obstacles to teachers' use of computers in education throughout schools in Ajloun governorate education district from history teachers` viewpoint, from these teachers' viewpoint. The study population consisted of 92 male and female history teachers throughout schools in Ajloun governorate education district. This study adopted the descriptive analytical method, whereby 80 questionnaires were distributed. Seventy one questionnaires were retrieved while two were discarded as inadmissible for statistical analysis thus 69 questionnaires were analyzed. A polite study has been conducted on 12 teachers from outside the study sample. The study concluded that obstacles to history teachers' use of computers in education throughout schools in Ajloun governorate education district were of a moderate level in those teachers' viewpoint .The study recommended the activation of computer use in history education as these subjects are of equal importance to other scientific subjects.

Key words: Obstacles, History teachers, Computer for education.

Introduction

Developments in the field of knowledge transfer impact our lifestyle. As a result of technological and scientific advances, the era we live in is characterized by rapid change, with modernization and development in all fields of life including that of education (Demirbilek & Tamer, 2010, P109). In education, due to technological innovations having a major effect on both teachers and students, the impact on education is reflected in teaching methods employed by teachers. In view of this, dealing correctly with modern developments in order to deliver the greatest benefit and information is important. Research and studies have substantiated the importance of modern innovations and development in education in the form of educational aids because they can achieve better results through: engaging student interest, making the student more receptive to learning and widening student experience (Firmin & Genesi, 2013, P1065). Use of computers in education is a result of contemporary scientific and technological development and one of the leading technological pillars of such advancements therefore they are at the center of attention in the educational process (Al Doobi, 2008, P8) introduced to improve and modernise the educational process in schools, bettering both in accordance with scientific and educational advancements.

This is achieved through the use of educational programs that aim to introduce learning material in an interesting and engaging way leading the student towards mastering learning. Use of computers in education as a teaching aid can take many forms: as a substitute for the teacher, for training required for learning where students use software that develops logical thinking skills or students use educational game models, with the latter considered the most highly interactive method of all. In the education field, computers have also been used in education management as a tool aiding teachers and education management in grade or budget calculations, preparation of educational and guidance schedules and storage of information (Al Akhdar, 2006, P 18-20). Despite the importance of teaching aids in general, there are obstacles and challenges to their use with many studies confirming these and attempting to mitigate their impact on the overall educational process (Al Qarni, 2005, P3).The Hashemite Kingdom of Jordan has achieved rapid development in the education field through an educational method that develops and reflects on the educational process as a whole (Al Hawamdeh, 2011, P808). The current study researches obstacles history teachers face with use of computers for education because it is important that history is not taught by narration, rather, students should receive educational values and meanings important to cognition.

Traditional teaching aids that bore students should also be avoided and replaced by teaching aids that encourage and stimulate thinking including the use of computers as a teaching aid in the educational process for teaching history (Derelioglu & Sar, 2010, P2017).

Statement of Problem:

The researcher became aware of the problem of the study through his experience during the course of many seminars and discussions with graduate students. As a result it became obvious that in prevalent practice neither teachers nor school administrations utilize technology to any extent in teaching history. This stems from the fact that history subjects are mostly taught as theoretical text-based subjects related to the past, thus not requiring the introduction of computers as an aid to teaching this subject. Therefore, despite the importance of introducing technology as an aid to the teaching of history, many obstacles exist both in the acceptance of the benefits and necessity of computer-aided instruction and its subsequent implementation .This present study is an attempt to identify obstacles to history teachers' use of computers in teaching history throughout schools in Ajloun governorate education district in Jordan, the answer to the following question will summaries the problem:

Questions of the Study

The study aims to answer the following questions:

RQ1: What school capacity-related obstacles exist to history teachers' use of educational computers throughout schools in Ajloun governorate education district from the teachers 'viewpoint?

RQ2: what are the obstacles to history teachers' use of computers in education throughout schools in Ajloun governorate education district from their 'viewpoint?

Significance of the Study:

The importance of this study arose from identifying obstacles that prevent the use of computers in education to teach social sciences where currently the use of computers is tied to either the computer science subject or scientific subjects taught in the curriculum. Utilization of computers to teach history in the classroom is a concept far removed from practical schoolroom reality prompting the current study's research into obstacles faced in this area. The subject this study addresses adds to its importance since it focuses on the history teacher and the use of technology in teaching whereby many teachers and administrations rely on teaching history through a narration of events in a story telling fashion. The current study aims to discover obstacles preventing history teachers in schools throughout in Ajloun governorate education district use of a modern scientific method based on use of computers for education rather than a narration or story telling method. The study population is in the Hashemite Kingdom of Jordan. To the researcher the importance of contributing to the identification of obstacles in the face of an appropriate scientific upbringing of students is an attempt to overcome them while recognizing the historical heritage of Hashemite Kingdom of Jordan to create loyalty to this country's land, regardless of the political leadership in power.

Objectives of the study:

The study aimed to identify obstacles to the use of computers in education throughout schools in Ajloun governorate education district from the viewpoint of history teachers. To help the arrival at recommendations and results beneficial to researchers and other interested parties. To help the educational Planners to take these obstacles into consideration on their future plans while improving the social studies curriculum.

Definition of terms:

Obstacles: Any physical or nonphysical barrier that prevents use of a computer in teaching (Akhdar, 2006, P8). Procedurally, obstacles are defined as those that are related to school capacities and obstacles to history teachers' use of computers throughout schools in Ajloun governorate education district.

History teachers: One who performs teaching procedures in the classroom necessary to teach historical concepts, define the relationship between cause and effect, the reading of historical material, the use of historical sources and the chronological order of events (Qudah, 2011, P250). Procedurally, a teacher is the one who teaches history subjects in classrooms throughout schools in Ajloun governorate education district.

Computer for education: Is an automated device that not only helps complete various mathematical and logical operations using related software made up of several instructions but also stores them and provides the possibility of retrieval upon demand (Doobi, 2008, P5). Procedurally it is the automated device available in computer labs throughout schools in Ajloun governorate education district.

Limitations of the study:

This study was limited by the following:

Human Limitations: The study covered history teachers aiming to identify obstacles to the use of computers in education throughout schools in Ajloun governorate education district from the viewpoint of history teachers

Time Limitation: The study sample covered the history teachers in the academic year 2015/2014 in Ajloun governorate education district schools.

Location Limitation: The study was limited to include the education district schools of governorate education

Subject Limitation: The instrument, a questionnaire was prepared by the researcher for the purpose of the study represented by obstacles to use of educational computers.

Review of literature:

The researcher reviewed several studies related to the topic of the study, (Al Edeemi's , 2002) study aimed to identify both the reality of computer use in Yemeni private high schools from the viewpoint of teachers, and student orientation towards computers. The study population consisted of all private high school teachers in Yemeni governorates (Sanaa', Aden, Taez) under the umbrella of private education at the Ministry of Education. Sixty eight copies of the questionnaire were distributed to all male and female computer skills teachers in schools within the study population. Upon data analysis the study concluded that some difficulties existed which reduced the use of computers to a great extent namely: lack of data display equipment, lack of software, lack of lab technicians, lack of training and crowded teaching schedules. As for student orientation towards computer use, it was found to be positive.

(Subey'i,2002) in a study aimed at identifying computer use in teaching history material to high school students in Saudi Arabia addressed a study population of all 106 high schools in the Riyadh educational district for the 2002 academic year. Seventy one schools were randomly chosen and the conclusions from the study were that availability of readily produced software for students and teachers was low while high school students and teachers exhibited positive orientations towards use of computers in the education process. Several difficulties facing history teachers were exposed including the lack of adequate numbers of computers, lack of teacher training in computer skills and the scarcity of educational software for history subjects. The (Kirriemuir & McFaralane, 2003) study aimed to identify use of computer games and technology in the classroom. The study collected information from previous studies and surveys. It found that videos and computers are not used in many classrooms. It also found that these tools proved successful in teaching however, many obstacles existed and were sometimes related to levels of both execution and training.

A study by (Al Ajami, 2004) aimed to identify obstacles to use of computers in teaching of Islamic Studies in high schools in Khubar governorate in the Kingdom of Saudi Arabia from the viewpoint of Islamic Studies teachers. The study tool was distributed to a study population consisting of all Islamic Studies teachers in schools throughout Khubar governorate in the second semester of the 1424 H.-1425H. A school year (2003- 2004) numbering 112 teachers. The study concluded that Islamic Studies teachers were poorly equipped to use computers and benefit from them in the teaching of Islamic Studies. In the(Qarni ,2005) study which aimed to discover obstacles to use of educational aids in Islamic Studies throughout educational establishments in the Riyadh area, 189 questionnaires were distributed to both educational establishments' managers and teachers for Shari'ah (Islamic law) subjects . The study concluded that the obstacles were: absence of a guide to educational aids appropriate to Shari'ah (Islamic law) subjects, no appropriate equipment available in the class rooms, lack of teacher training programs in the use of teaching aids, difficulty in transferring educational aids to school classrooms and the limited knowledge of teachers of subject appropriate educational aids. (Akhdar ,2006) study aimed to identify the reality and obstacles to computer use in elementary education in Al Amal Programs and Academies curricula, from the viewpoint of teachers and supervisors. The study included all elementary level 42 male and female supervisors in Al Amal Programs and Academies and 564 male and female teachers who represented the whole study population.

The study concluded that computers were used in all elementary education level throughout AL Amal Programs and Academies for the speech and hearing impaired and that no obstacles were found to the use of computers in teaching. The study of (Bottino & M.Ott & Tavella, 2006) aimed to develop student logic and strategic capacities through computer games in primary education schools in Italy. The study relied on direct observation of children's cognitive skills in their computer games alongside a quantitative evaluation based on children accomplishment levels and levels of game difficulty. The study concluded that: computer software played an important role in the development of student strategic skills in gaming, software should be easy and flexible to use and that the intelligence, attention, fatigue, tension and order in the classroom all played a great role in the creation of greater interaction with the game.

(Al Rasheed, 2007) aimed to discover the impact of adopted computer software on the academic achievement of 1st grade middle school female student in Science. The study population was comprised of all 352 middle schools in Riyadh city according to Ministry of education statistics for (1426H). To conduct the study the researcher first determined which schools were equipped with an adequate number of computers, with the help of the Riyadh education supervision, and subsequently chose the school in which the study would be conducted through the clustered random method resulting in the choice of 4 classrooms in Riyadh Najd Schools. The study sample consisted of a total of 72 female students with 36 students in the experimental group and 36 students in the control group. The study concluded that differences of statistical value existed in the means of 1st grade middle school female students' academic achievement in Science in the group taught using computer software and that taught using customary methods in favors of the group taught using computer software. (Reemawi ,2007) conducted a study to discover fifth to tenth grade science teachers' orientations in Palestinian government schools in the West Bank territories towards use of computers in teaching.

The study population was comprised of all 5th-10th grade science teachers in the Palestinian government schools containing computer labs, a total of 1,818 male and female teachers distributed over 688 schools. The study sample comprised 409 male and female 5th-10th grade science teachers at the above mentioned schools. The study utilized a questionnaire in addition to interviews. It concluded that 5th -10th grade science teachers in Palestinian government schools had a positive orientation towards use of computers with no differences attributable to gender, academic degree or the number of years of experience. (Doobi, 2008) conducted a study that aimed to identify the reality of computer usage in the teaching process for the initial grades in elementary education in schools throughout Mecca. The researcher adopted the descriptive method and a questionnaire as study tools. The study population was comprised of all computer skills' teachers and supervisors teaching lower grades of elementary education in Mecca schools. They numbered 63 teachers in total with 58 teachers and 5 supervisors for 57 schools. The study concluded that the reality of the practice of using computers to achieve some educational goals was extensive and that the use of computers in the education process as a cognitive source was also extensive. No differences of statistical value existed between opinions of the study population, namely, teachers and supervisors regarding the reality of computer usage attributable to type of job, specialization or computer training courses.

(Awamleh, 2009) aimed to track the practical use of computers and technology in achieving teaching goals in Balqa governorate schools. The study adopted data used in qualitative research including direct observation, interviews of individuals and analysis of documents and records. Data was collected from all those related to utilizing computers in teaching at five high schools throughout the Salt Education Directorate. These schools were specifically chosen for this study which concluded that: computers were equally important to both teachers and students, that training courses were important to the empowering of teachers in many skills that would help them utilize computers in teaching, teachers perceived that computer labs were inappropriate and were aware of the efforts by the Ministry of Education, financial, administrative and technical in the area of computer use in education. A study by (Derelioglu & Star, 2010) aimed to discover the use of films in teaching history at primary schools through addressing problems and suggestions. The study was a theoretical one that relied on previous studies. It revealed that history teachers regarded historical films as an unnecessary tool and avoided using them. The study then suggested that teachers should have the ability for critical thinking and acute observation in order to recognize student thinking before (Demirbilek & Tamer, 2010) conducted a study that aimed to identify Mathematics teachers' realization of educational computer games in Mathematics. The studied relied in its data collection on personal interviews with 13 math teachers at the K12 School in the county of Asparta in Turkey. The sample consisted of 8 female teachers and 5 male teachers.

It was found that both the educational background of the teachers and the game requirements of the games used were positively proportionate to the use of computer games in teaching mathematics. As for the study by (Ekizoglu, Tezer & Bozer, 2010) it aimed to discover which educational college teachers were candidates for succeeding with computers and what their orientations towards computer technology was. The study relied on a questionnaire for data collection from 141 candidate teachers of which 19 were from the Ataturk Training Academy in Cyprus, 64 from the East Mediterranean University and 58 from the Near East University. The study showed that candidate teachers who had passed their appointment exams had a positive orientation towards computer use both throughout their university studies and after graduation.

(Rahimi & Hosseini K, 2010) conducted a study that aimed to identify the impact of computer based activities on student orientation towards computer based language learning in high schools in Iran. Data was collected from 42 English language students through a specially designed questionnaire distributed before and after the experiment. The study concluded that differences existed between results before the experiment and results after the experiment in favors of computer based activities. A study by (Hawamdeh, 2011) aimed to discover obstacles in the face of use of electronic education from the viewpoint of faculty members at Al Balqa Al Applied University. The study adopted a questionnaire to collect study data whereby the study sample comprising of 96 faculty members from Irbid and Husun University Colleges. It concluded that administrative and financial obstacles were the greatest followed by obstacles related to electronic learning itself while student and teacher related obstacles were the least prominent. (Campo & Negro & Nunezm, 2012) conducted a study whereby its goals were to identify the history of the use of technology in education. This study was a follow up study to one conducted in 1999- 2012 at the civil engineering college at the Madrid Polytechnic. The study tracked lecture upload from the internet and how students could gain knowledge and benefit from these lectures at any time of the day or night.

For this process motivation is required on the parts of both students and teachers in order to complete the educational process in a satisfactory fashion. The teacher should give lectures correctly and appropriately on one hand while the student should give full attention to the available scientific material on the other. The study anticipated that education is on the road towards interactive education through technology based education. In a study by (Firmin & Genesi, 2013) the goal was to identify the technology used in classrooms in the study of History in the United States of America. The study was based on a review of master theses carried out on public schools. It concluded that although technology used in the classroom to teach history needed a limited level of development, this development would have a positive effect on teaching history and student comprehension and understanding. (Nikian, Nur & Aziz, 2013) conducted a study to discover teachers' technological understanding in Malaysia and to what extent technology was adopted in the classroom. Collection of data was conducted through the distribution of a questionnaire to the study sample of one male and six female teachers with MA degrees in English. The study concluded that those using technology in the classroom had positive perceptions about this use. It also determined that the importance of organizing technological information should be focused on in the classroom alongside synchronization with teacher schedules.

Comments on the Previous Studies

It upon review of many Arab and international studies related to the current study subject, it was found that they either addressed obstacles to the use of computers or teaching aids in the classroom in view of the overall impact these had on students, however none addressed obstacles to history teachers' use of educational computers, specifically, none addressed obstacles to history teachers' use of educational computers. Previous studies were conducted in many study populations but none were conducted in schools in Ajloun governorate education district from the viewpoint of history teachers. Finally, measurement of obstacles in this study differed from that in other studies whereby the current study identified obstacles to the use of educational computers and attempted to build a comprehensive tool and as a result, the current study benefitted from previous studies in designing a tool that would distinguish the study's results while comprehensively and fully covering the study subject.

Methodology Population and Sample

This study adopted the descriptive analytical method to describe obstacle to history teachers' use of educational computers throughout schools in Ajloun governorate education district from the viewpoint of history teachers. Then, the data collected by study tool is analyzed. Secondary data was collected through literary review of periodicals, books and previous studies related to the study subject. Primary data was collected through the design and use of a questionnaire as the primary data collection tool.

Instrumentation:

The study population consisted of 92 history teachers .The questionnaire was distributed to study sample of   80 history teachers throughout schools in Ajloun governorate education district to determine levels of obstacles to use of educational computers. Seventy one were collected with two questionnaires disqualified because they were impossible to analyze. Thus, 69 questionnaires were analyzed .The study questionnaire consisted of two parts:

- The first field: Obstacles related to school capacity.
- The second field: Obstacles to social studies teachers' use of educational computers.
- The four point Liker scale was used to measure the above mentioned fields, in the following way :
  1 Never 2 Rarely 3 Often 4 Always - derived from an analysis scale that determines level of practice from means:

Validity and Reliability of the Study

To determine questionnaire validity it was submitted to a panel of professors in different universities to be judged whether it covered basic aspects of the subject with clarity and was of sound structure, phrasing and content. Some items were amended, others omitted and some new items were added based on their observations whereby the resulting questionnaire items would become more valid in measuring the study subject. A polite study has been conducted on 12 teachers from outside the study sample; questionnaire consistency was also tested whereby Cronbach's Alpha was calculated to determine internal consistency. The internal consistency coefficients calculated according to Cronbach's Alpha and they are considered appropriate to the study purpose .The following table shows this:

Table 1: Cronbach's Alpha Internal Consistency Coefficient Regarding of Fields` Study

Fields	Internal Consistency
School capacity related obstacles	0.81
Obstacles to history teachers' use of educational computers	0.84
Overall tool	0.89

Statistical Analysis:

Statistical SPSS program is used to answer the questions of this study; the following statistical analysis methods were used: Data collection from the questionnaire was analyzed using the SPSS statistical package used in history. In order to answer the first question regarding school capacity obstacles exist to history teachers' use of educational computers throughout schools in Ajloun governorate education district from the teachers 'viewpoint, means and standard deviations means and standard deviations were calculated and arranged in descending order according to means. Means and standard deviations were used to calculate results of responses to the Second question regarding obstacles to history teachers' use of educational computers arranged in descending order according to means.

Result for Question one:

"What school capacity-related obstacles exist to history teachers' use of educational   computers throughout schools in Ajloun governorate education district from the teachers 'viewpoint?" To answer this question means and standard deviations were calculated for obstacles pertaining to school capacity. The following table shows this:

Table 2: Means and standard deviations for obstacles related to school capacity arranged in descending order according to means

Rank	Item Number	Item	Means	Standard Deviation	Degree
1	7	Number of computers in computer lab is disproportionate to student number	2.68	0.492	Moderate
2	2	Computers available at school are old	2.67	0.942	Moderate
3	8	Lack of preparations designated to computers	2.58	0.515	Moderate
4	4	Poor availability of required maintenance and computers	2.55	0.524	Moderate
5	12	Poor availability of educational software for history curricula	2.52	0.522	Moderate
6	11	Lack of internet service in the school computer lab	2.05	0.520	Moderate
7	6	Computer lab location is inappropriate	2.42	0.515	Moderate
7	10	Large number of students in single classroom	2.42	0.515	Moderate
9	1	Low number of computers at the school	2.38	0.669	Moderate
10	9	Lack of school administration interest in utilizing computers in teaching	2.33	0.492	Moderate
11	3	Poor spatial organization of computers in lab	2.17	0.383	Moderate
12	5	Bad lighting and ventilation in computer lab	2.13	0.383	Moderate
Obstacles related to school capacity			2.44	0.159	Moderate

It is evident from the table above that item 7 " Number of computers in computer lab is disproportionate to student number" ranked first with a mean of 2.68 and a standard deviation of 0.492 , item 2 "Computers available at school are old 'ranked second with a mean of 2.67 and a standard deviation of 0.942, and item 8 "Lack of preparations designated to computers " is ranked third with a mean of 2.58 and a standard deviation of 0.515 whereas item 5 " Bad lighting and ventilation in computer lab" ranked last with a mean of 2.13 and a standard deviation of 0.159. Overall, the mean for obstacles related to school capacity was 2.44 with a standard deviation of 0.159.

Result for Question Two:

"What are the obstacles to history teachers' use of computers in education throughout schools in Ajloun governorate education district from their 'viewpoint?" To answer this question means and standard deviations were calculated for obstacles to history teachers' use of educational computers. The following table shows this:

Table 3: Means and standard deviations for obstacles to history teachers' use of educational computers arranged in descending order according to means.

Rank	Item Number	Item	Means	Standard Deviation	Degree
1	2	Large teaching load for history teachers reduces their interest in using computers	2.76	0.453	Moderate
2	5	Lack of training courses for computer skills	2.75	0.453	Moderate
3	9	Lack of an educational environment at school that encourages use of computer lab in teaching history	2.66	0.622	Moderate
4	1	Poor skills in using computers for teaching history	2.60	0.515	Moderate
5	3	Use of computers requires a lot of lesson content preparation before class	2.58	0.515	Moderate
6	8	Poor incentives for history teachers who use computers well	2.56	0.515	Moderate
7	11	Difficulty managing students when computers are used in learning	2.50	0.522	Moderate
8	4	Syllabus is large and lesson period duration is inadequate for use of computer	2.46	0.515	Moderate
9	6	Student computer skills are low	2.42	0.515	Moderate
10	12	Lack of supervisor support for use of computers in teaching	2.38	0.515	Moderate
11	7	History teachers struggle with use of computers	2.33	0.515	Moderate
12	10	Lab technician offers little support when using computer lab for learning	2.30	0.515	Moderate
Obstacles to history teachers' use of educational computers.			2.52	0.157	Moderate

It is evident from the table above that item 2" Large teaching load for history teachers reduces their interest in using computers" ranked first with the highest mean of 2.76 and a standard deviation of 0.45 , item 5 "Lack of training courses for computer skills" ranked second with a mean of 2.75 and a standard deviation of 0.453, and item 9 " Lack of an educational environment at school that encourages use of computer lab in teaching history " ranked third with a mean of 2.66 and a standard deviation of 0.622 , whereas item 10" Lab technician offers little support when using computer lab for learning" ranked last with the lowest mean of 2.30 and a standard deviation of 0.515. Overall, the mean for obstacles to history teachers' use of educational computers was 2.52 and a standard deviation of 0.157.

Discussion of Question One:

The researcher observed from reviewing results and the discussion of question one "What school capacity-related obstacles exist to history teachers' use of educational computers throughout schools in Ajloun governorate education district from the teachers 'viewpoint?", that a moderate degree of practice was evident for question one since the degree of practice for items in the questionnaire were all of a moderate degree. In the researcher's view, this was attributable to the Ministry of Education not preparing computer labs and classrooms proportionately to population growth in Jordan, a growth resulting from both natural increase and political developments in the area, therefore, we see not only an inadequate number of computers in computer labs but in most scientific and human sciences subjects as well. Since labs are disproportionate to student numbers, student cognition is adversely affected meaningless knowledge in the subject material which negatively impacts the student in the future. All the above resulted from lack of periodical planning of educational policies that take into consideration population growth.

Discussion of Question Two:

The researcher observed from reviewing results and the discussion of question two "What are the obstacles to history teachers' use of computers in education throughout schools in Ajloun governorate education district from their 'viewpoint?   In reference to obstacles to use of history teachers of educational computers, it was found to be of a moderate degree of practice as shown in questionnaire item results for degrees of practice which were moderate. This was a result of the great pressure on history teachers who have a large work load which does not allow them time to prepare the computer lab in the interest of teaching students. Additionally, the minimal interest by school administrations in the use of computers to teach history has resulted in history teachers not pursuing and following up on computer hardware and software availability and their benefit to teaching. Teachers rely on prompting in teaching. Computer use was not up to the level required as the answer to Question One showed. Additionally, accumulation of the prevailing view towards social study content and the negligence towards social study teachers have resulted in wrong practices related to teaching methods and lack of modernization of these methods.

Comparisons of previous studies with the final result of this study

There seems to be general agreement throughout all of the previous research reviewed by the researcher in relation to the present study. This study agrees with Al Ajami (2004) study which concluded that skills for use of computers in teaching were poor. It also agreed with the Awamleh (2009) study which concluded that computer lab facilities were inappropriate. The current study also agreed with: a study by Al Adeemi (2002) which arrived at the conclusion that difficulties existed reducing the use of computers; a study by Al Qarni (2005) that found that classrooms lacked appropriate equipment; a study by Al Subei' that concluded that teachers faced difficulties using computers as teaching aids; a study by (Firmin & Genesi) 2013 which arrived at the conclusion that technology used in the classroom to teach history needed to be developed only slightly and not to a great degree and finally, a study by (Kirriemuir & McFarlane) 2003 that deduced that application of use computers and video games in classrooms faced many hindrances and failures. The current study differed from both the Al Reimawi (2007) study which concluded the existence of positive orientations for use of computers in education and the (Derelioglu & Sar) 2010 study that concluded that the teaching aid in form of films for teaching history were an unnecessary tool.

Recommendations:

- It is necessary that the Ministry of Education mobilize the existing strategy development department and higher management to activate planning of future strategies.
- The Ministry of Education should have a flexible strategy that can adapt to events that emerge in the district.
- Secure internal and external support for new equipment and the establishment of labs.
- Activate use of computers for education in history' subjects of history and geography as subjects are no less important than other scientific subjects.
- Review of the overall teaching process that the history teacher performs.
- Open up employment to history teacher positions to relieve current history teachers' work load thus enabling them to pursue learning software specific to teaching history.

- History subjects should be reviewed by a specialized committee at the Ministry of Education to discover the scientific and practical needs of teaching these subjects from the teachers' viewpoint and subsequently, address these needs.

Acknowledgement

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