

Challenges Associated with The Use of Artificial Intelligence in History Teaching in Bayelsa State

Epem Ubodiom

Department of History Education, School of Arts and Social Science
Isaac Jasper Boro College of Education Sagbama, Bayelsa State Nigeria

doi: <https://doi.org/10.37745/ijhphr.13/vol13n1120131>

Published October 31, 2025

Citation: Epem Ubodiom (2025) Challenges Associated with The Use of Artificial Intelligence in History Teaching in Bayelsa State, *International Journal of History and Philosophical Research* 13(1),120-131

Abstract: *The integration of Artificial Intelligence (AI) into history teaching has introduced new opportunities for enhancing pedagogy, learner engagement, and access to historical resources. However, its adoption in Bayelsa State faces significant challenges that undermine its effectiveness. Using the primary and secondary sources, and adopting the use of the Technological Determinism Theory as a template for analysis, this study examined the obstacles associated with the use of AI in history teaching in secondary and tertiary institutions within the state. Key issues identified included infrastructural deficits such as poor internet connectivity and inadequate power supply, limited access to digital learning tools, and insufficient teacher training in AI-based instructional methods. Furthermore, the study showed that cultural and contextual challenges, including the risk of historical misrepresentation, over-reliance on algorithmic outputs, and the marginalization of indigenous historical narratives, pose critical concerns. The study also highlighted ethical dilemmas such as data privacy, academic integrity, and the digital divide between urban and rural schools. It established that these challenges collectively hinder the effective utilization of AI in improving the teaching and learning of history. The paper concludes that addressing these obstacles through capacity building, infrastructural development, contextual curriculum design, and policy interventions is essential for maximizing the potential of AI in history education in Bayelsa State.*

Keywords: Artificial Intelligence (AI), history, infrastructural development, learning, teaching

INTRODUCTION

The teaching of history in Bayelsa State is particularly significant because of the state's unique socio-political context, rich cultural heritage, and its role in Nigeria's broader historical narratives. History education is expected to cultivate critical thinking, instill civic consciousness, preserve collective memory, and provide learners with a sense of identity. In this light, the integration of AI into history teaching is not merely about technological adoption but about enriching students' understanding of local and national histories. Yet, the reality in Bayelsa reflects the broader Nigerian educational challenges of inadequate

funding, limited infrastructure, insufficient teacher training, and uneven access to digital resources. These systemic constraints complicate the adoption of AI in the classroom, making its use in history teaching both a promising venture and a deeply challenging one. One major challenge associated with the use of AI in history teaching in Bayelsa State is infrastructural deficiency. Reliable electricity supply, strong internet connectivity, and adequate computer hardware are indispensable for the successful implementation of AI tools. Unfortunately, many schools in Bayelsa operate under conditions where basic facilities are lacking. Rural and riverine areas, which make up a large portion of the state, suffer from poor infrastructural development, thereby limiting teachers' and students' access to AI-based learning platforms. Consequently, while the global narrative of AI in education emphasizes innovation and digital transformation, the local context in Bayelsa raises fundamental questions of accessibility and feasibility.

Another critical challenge lies in the pedagogical adaptation required for AI integration. History, as a subject, relies heavily on interpretation, analysis of sources, and narrative construction. While AI tools can assist in providing data, timelines, or interactive visualizations, they may not adequately capture the nuanced complexities of historical interpretation. Teachers, therefore, need specialized training to effectively blend AI technologies with traditional pedagogical approaches. In Bayelsa, however, most teachers lack sufficient exposure to AI-based educational technologies, and training programs for capacity building remain sparse. This knowledge gap often results in underutilization or misapplication of AI tools in the classroom. Cultural and ethical issues also present significant challenges. AI-driven educational platforms are often designed with content and algorithms that reflect Western perspectives, sometimes marginalizing local histories or presenting them in reductive ways. For Bayelsa students, whose identity is tied to the historical experiences of the Niger Delta, such content biases risk alienating learners and undermining the relevance of history education. Moreover, ethical concerns such as data privacy, over-reliance on machines, and the potential erosion of humanistic values in teaching cannot be overlooked. In history education, where empathy, moral reflection, and cultural sensitivity are central, the uncritical adoption of AI could compromise the very essence of the discipline.

The socioeconomic environment further compounds these challenges. Bayelsa State, though rich in oil resources, grapples with issues of poverty, unemployment, and uneven development. Families and schools often prioritize immediate survival and basic educational needs over technological innovations. This reality limits the willingness and capacity of stakeholders (students, teachers, and parents alike) to invest in or embrace AI for teaching history. In addition, government policies on AI integration in education remain largely at the conceptual stage, with limited practical frameworks for implementation in secondary schools within the state. Given these multifaceted challenges, it becomes imperative to critically examine the obstacles associated with using AI in history teaching in Bayelsa State. Such an examination is necessary not only to identify the barriers but also to explore strategies for overcoming them.

Methodology

This study is qualitative nature. Its data was derived from both primary and secondary sources. Primary data was gathered through interviews and focus group discussions with secondary school history teachers in Bayelsa State. These methods provided in-depth insights into their perceived competencies,

preparedness, and contextual challenges. Secondary data was sourced from a comprehensive thematic analysis of relevant policy documents, curricular materials, and existing scholarly literature on educational technology integration in Nigeria. This dual approach ensured a rich, nuanced understanding of the phenomenon within its specific socio-educational context.

Theoretical Framework

Technological Determinism Theory

Technological Determinism Theory, developed by scholars such as Thorstein Veblen (1921) and popularized by Marshall McLuhan (1964), posits that technological innovations are the primary drivers of social change, shaping cultural practices, institutional structures, and human interactions. McLuhan's notion that "the medium is the message" underscores the idea that technology is not neutral but influences how individuals perceive and interact with knowledge. In this view, education is particularly susceptible to technological shifts, as the tools of communication and knowledge dissemination fundamentally alter teaching and learning dynamics. Applied to the context of Artificial Intelligence (AI) in history teaching in Bayelsa State, Technological Determinism helps explain both the opportunities and challenges that arise. AI introduces transformative teaching methods such as automated grading, personalized learning platforms, and virtual simulations of historical events, potentially revolutionizing pedagogy (Kaplan & Haenlein, 2019). However, the theory also suggests that such technological innovations inevitably restructure traditional teaching methods and relationships, often creating tension and resistance. For instance, history teachers in Bayelsa may face difficulties adapting to AI tools due to limited digital literacy, inadequate infrastructure, and unreliable electricity and internet access (Okolie & Igwe, 2021). Moreover, AI's emphasis on data-driven instruction could risk oversimplifying historical interpretation, neglecting the contextual and critical thinking skills central to history education. Thus, Technological Determinism highlights that the challenges are not merely technical but structural and cultural: AI alters the teacher's role, student engagement, and the nature of historical inquiry itself. Without addressing infrastructural deficits and teacher training, the determinative power of technology could exacerbate educational inequalities in Bayelsa State rather than bridge them.

LITERATURE REVIEW

According to a study by Omodara and Ogunleye (2020), most Nigerian teachers exhibit low digital literacy, with limited training in AI applications for pedagogy. In Bayelsa State, empirical surveys reveal that History teachers primarily rely on traditional teaching methods such as lectures and rote memorization, with little exposure to AI-based instructional models (Eke, 2023). Moreover, the integration of AI demands a shift from content transmission to interactive and analytical teaching approaches, which many teachers are yet to embrace. The lack of professional development opportunities and resistance to adopting new technologies contribute to the slow pace of AI adoption in History teaching.

Adedeji and Lawal (2022) have identified concerns about data privacy, student surveillance, and the ethical use of AI algorithms in education. In Bayelsa State, for instance, some teachers and parents express skepticism about AI tools, fearing cultural erosion and over-dependence on technology at the expense of indigenous knowledge systems (Okoro, 2022). Additionally, there is apprehension that AI tools may oversimplify complex historical narratives, leading to cultural misrepresentation or bias in the teaching of sensitive topics such as the Niger Delta struggle. These ethical and cultural concerns often generate resistance, slowing down AI adoption in History classrooms.

Okolie and Akintola (2021) in their study, highlight that AI-powered tools such as digital archives, historical simulations, and interactive maps are not fully aligned with the rigid curriculum structure. In Bayelsa State, teachers report difficulties in integrating AI applications into lesson plans that are tightly bound to standardized examinations and national syllabi (Eke, 2023). This misalignment limits the practical use of AI in fostering critical thinking, historical inquiry, and contextual understanding of Nigeria's past.

According to Afolabi and Adelabu (2022), AI-driven educational technologies (such as adaptive learning systems, virtual tutors, and automated assessment tools) remain expensive for most public schools in Nigeria. In Bayelsa State, where funding for education is already constrained by competing developmental needs, investment in AI infrastructures for History teaching is often deprioritized. Empirical findings from school administrators in Yenagoa indicate that even when funding is available, it is often allocated to core science and technology subjects, leaving History and other humanities marginalized (Eze, 2023). This financial disparity further delays the adoption of AI in History teaching across the state.

Artificial Intelligence and History teaching in Bayelsa State

The integration of Artificial Intelligence (AI) into history teaching in Bayelsa State, presents a paradigm shift with the potential to fundamentally transform pedagogical approaches, enhance student engagement, and offer nuanced perspectives on the complex historical narratives of the Niger Delta region. Currently, history education in the state, as in much of Nigeria, often grapples with challenges such as reliance on rote memorization, limited access to primary source materials, and the difficulty of presenting a multi-faceted account of events that includes minority perspectives. AI technologies serve as a powerful toolkit to address these issues, moving history instruction beyond the textbook into an interactive, inquiry-based learning experience. For instance, AI-powered digital archives and natural language processing tools can grant students and educators in Yenagoa or Brass unprecedented access to digitized colonial records, oral history transcripts, and historical newspapers. This democratization of sources allows learners to act as "digital historians," analyzing primary evidence firsthand rather than solely relying on secondary interpretations (Adeyemi, 2022). Furthermore, generative AI and immersive technologies like Virtual Reality (VR) can recreate historical environments, such as a pre-colonial Ijaw trading port or the bustling activity of the Nembe-Brass city-states before and during the era of the palm oil trade. These immersive simulations can foster a deeper empathetic connection to the past, making historical events like the Ekine society plays or the resistance against colonial forces more tangible and impactful for students (Eke, 2023).

Moreover, AI play a crucial role in decolonizing the history curriculum and incorporating vital local narratives. The official history of Nigeria has often been centralized, with a focus on major ethnic groups and national events, sometimes at the expense of the specific histories of the Niger Delta peoples. AI algorithms can be trained to analyze vast corpora of text, including transcribed oral histories from Ijaw, Isoko, and other ethnic groups in Bayelsa, to identify patterns, connections, and counter-narratives that challenge hegemonic accounts. This empower educators to construct a more inclusive curriculum that highlights the rich cultural heritage, sophisticated political systems, and economic ingenuity of the state's indigenous populations (Owei, 2021). For example, an AI tool could cross-reference British Admiralty records with Ijaw oral traditions about specific conflicts, helping students critically assess bias and construct a more balanced understanding. However, this promising horizon is not without significant challenges.

The deployment of AI in classrooms in Bayelsa State, is contingent on overcoming a substantial digital divide. Issues of inadequate infrastructure, unreliable internet connectivity, and a shortage of digital devices in many public schools could exacerbate existing educational inequalities, leaving rural and underprivileged students further behind (Jegede, 2022). Furthermore, the "black box" nature of some complex AI models raises concerns about algorithmic bias. If the data used to train these systems is itself skewed by colonial or majoritarian viewpoints, the AI could inadvertently perpetuate the very stereotypes and inaccuracies it is meant to correct. Therefore, a critical and discerning approach to AI-generated content is essential, and must be integrated into digital literacy training for both teachers and students.

Teachers' Competence, and Readiness in Applying AI Tools for History Teaching in Bayelsa State

The competence and readiness of History teachers, particularly in Bayelsa State, to harness AI tools are pivotal determinants that will shape whether this technological revolution exacerbates educational inequities or serves as a catalyst for enriched, decolonized, and engaging historical instruction. Currently, the landscape is characterized by a significant readiness gap, underpinned by infrastructural deficits, inadequate professional development, and a curriculum that has not yet evolved to accommodate digital literacy as a core component of teacher competency. Bayelsa State, despite being the heart of Nigeria's oil wealth, grapples with profound infrastructural challenges, including unreliable electricity and limited internet connectivity, which form the most immediate barrier to the adoption of any digital tool, let alone sophisticated AI applications (Adebayo, 2021). Without a stable technological foundation, discussions about using AI for generating interactive timelines, simulating historical events, or personalizing learning pathways remain largely theoretical for many public schools in the state. Consequently, teacher readiness is stifled at the outset, as the environment is not conducive to experimentation or consistent application, leading to a cycle of apprehension and avoidance rather than curiosity and adoption.

The competence of History teachers in this domain is intrinsically linked to their professional preparation and ongoing training. The majority of teacher training institutions in Nigeria, including those serving Bayelsa, have not systematically integrated digital pedagogy or AI literacy into their curricula, resulting

in a teaching workforce that is largely unfamiliar with the fundamental concepts and potential applications of AI in humanities education (Nwafor & Edet, 2022). This lack of foundational knowledge translates into low self-efficacy, where teachers may perceive AI not as an assistive tool but as a complex, intimidating, or even threatening technology that could devalue their expertise. For History, a discipline that relies heavily on critical thinking, source analysis, and narrative construction, the potential of AI tools is immense—from using natural language processing to analyze primary source documents to employing generative AI to create immersive scenarios that illustrate the complexities of the Niger Delta region's history. However, without targeted training that moves beyond basic computer literacy to include hands-on sessions with AI-powered platforms, teachers lack the competence to critically evaluate these tools, integrate them meaningfully into lesson plans, or guide students in using them responsibly. This skills gap is compounded by a lack of localized content; most AI tools are trained on Western datasets and historical perspectives, which can alienate students in Bayelsa State, and perpetuate a colonial gaze on their own history unless teachers are equipped to customize and critique these outputs (Eke, 2023).

Furthermore, readiness is not merely a function of skill but also of attitude, belief, and perceived relevance. Many educators in the state, already burdened by large class sizes and inadequate teaching resources, may be skeptical of the perceived added value of AI, viewing it as another top-down initiative that fails to address their most pressing classroom challenges. The successful integration of technology is heavily dependent on teachers' belief that it will enhance learning outcomes and not simply add to their administrative load (Ifinedo & Kuyoro, 2021). For History teachers in Bayelsa State, demonstrating the relevance of AI is crucial. This involves showing how AI can help make history more relatable for a generation of digital natives, perhaps by using chatbots to role-play historical figures from the Ijaw ethnic group or using data visualization tools to map migration patterns and the history of pre-colonial kingdoms in the Niger Delta. When teachers see technology as a solution to specific pedagogical problems—such as sparking curiosity or differentiating instruction—their intrinsic motivation and readiness to adopt it increase significantly. Therefore, professional development must be context-specific, co-designed with practicing History teachers, and focused on practical, curriculum-aligned applications that resonate with the local cultural and historical context of Bayelsa State.

Students' Perceptions and Attitudes towards the Use of AI in History Education in Bayelsa State

As AI tools like chatbots, intelligent tutoring systems, and personalised learning platforms begin to permeate global educational discourse, their integration into a specific context such as Bayelsa's history classrooms reveals a tapestry of cautious optimism, significant scepticism, and pragmatic challenges. History education, fundamentally concerned with the interpretation of evidence, the construction of narratives, and the understanding of human agency, stands at a fascinating crossroads with AI, which offers both unprecedented access to information and poses profound questions about the nature of learning itself. In Bayelsa, a state rich with the history of the Niger Delta, its Ijaw ethnic heritage, and the complex legacy of oil exploration, the potential for AI to animate the past is immense, yet students' reception of this technology is mediated by their immediate environment, the quality of their instruction, and their perceptions of AI's relevance to their lived reality and future prospects.

The perceptions of students in Bayelsa towards AI in history education are often characterised by a dualism of fascination and apprehension. On one hand, students exposed to demonstrations of AI capabilities express excitement about the potential for more engaging and interactive learning. The traditional method of history instruction in many Nigerian classrooms, including those in Bayelsa State, has often been critiqued for being overly reliant on rote memorization of dates and events, a teacher-centred approach that can stifle critical inquiry (Okam & Onweh, 2021). AI-powered tools promise an alternative: virtual reality tours of historical sites like the ancient Nembe Kingdom settlements, natural language processing systems that allow students to "converse" with simulated historical figures, or algorithms that can instantly cross-reference multiple primary sources about the Kaiama Declaration of 1998. This potential for immersive and personalised learning resonates with a generation of digital natives, fostering a positive attitude rooted in the novelty and the perceived efficiency of AI. Students envision a history class that is less about passive absorption and more about active exploration, where AI serves as a boundless digital archive and a patient, interactive tutor (Adeniran & Adeyemi, 2023). This optimistic perspective views AI as a great equaliser, potentially bridging resource gaps by providing access to global historical databases and expert-level analysis that would otherwise be unavailable in under-resourced schools in the Niger Delta.

Conversely, a significant undercurrent of scepticism and concern tempers this enthusiasm. A primary apprehension revolves around the authenticity and bias of AI-generated historical content. History is not merely a collection of facts but a disciplined interpretation of evidence, and students in Bayelsa are not immune to concerns about whose history an AI is telling. Given that many large language models are trained on predominantly Western datasets, there is a palpable fear that the nuanced, often marginalised narratives of the Niger Delta's struggle and cultural heritage could be oversimplified or misrepresented (Ezekwe & Dienne, 2024). This ties into a broader anxiety about the devaluation of the teacher's role. In a cultural context that places a high value on respect for elders and the oral tradition, the teacher is not just an information dispenser but a custodian of culture and a moral guide. The prospect of an impersonal algorithm teaching students about the very cultural traditions and historical traumas that their communities have endured is viewed with suspicion by many. Furthermore, students express concerns about academic integrity, fearing that the ease of generating essays and analyses with AI could lead to widespread plagiarism and a superficial understanding of complex historical causality, ultimately undermining the critical thinking skills that history education aims to cultivate (Nwabueze, 2022).

Furthermore, the attitudes towards AI adoption are profoundly influenced by the stark infrastructural and socio-economic realities of Bayelsa State. While urban centres like Yenagoa may have relatively stable internet connectivity, many schools in rural and riverine local government areas suffer from erratic power supply, poor network coverage, and a lack of adequate computing facilities. This digital divide creates a self-perpetuating cycle where students in less-resourced areas are not only unable to access AI tools but also develop negative attitudes towards them, perceiving such technology as irrelevant to their immediate challenges or as a privilege for the elite (Samuel, 2023). Consequently, their attitude is not one of rejection

based on pedagogical grounds, but one of alienation due to systemic inequity. This is compounded by a lack of adequate teacher preparedness; if educators themselves are not trained to critically and effectively integrate AI into the history curriculum, they may either resist its use entirely or use it in ways that reinforce the very rote-learning methods it could potentially disrupt. Therefore, a student's attitude is often a direct reflection of their teacher's confidence and competence with the technology, as well as the school's overall technological ecosystem.

Challenges Faced by Teachers and Students in Integrating AI into the Teaching and Learning of History in Bayelsa State

The unique socio-economic, infrastructural, and pedagogical landscape of Bayelsa State, creates a complex set of obstacles for both teachers and students in the use of AI in History teaching and learning. This section outlines five critical challenges hindering the effective adoption of AI in history education within Bayelsa State.

Foundational Infrastructural and Connectivity Deficits

The most immediate and profound challenge is the lack of basic technological infrastructure. AI tools, which are often cloud-based and data-intensive, require stable, high-speed internet and reliable electricity, both of which are in critically short supply in many parts of Bayelsa State. Beyond urban centers like Yenagoa, internet connectivity is either non-existent or prohibitively expensive and unstable. Chronic power outages mean that even when devices are available, keeping them charged is a constant struggle. For history students, this means that accessing AI-powered research databases, interactive historical simulations, or even basic online archives becomes a logistical nightmare rather than an educational opportunity. Teachers cannot assign homework reliant on AI tools, knowing that a majority of their students lack the connectivity to complete it. This digital divide exacerbates existing educational inequalities, creating a scenario where AI becomes a privilege for a few in select urban schools, rather than a transformative tool for all (Aduwa-Ogiegbaen & Iyamu, 2015). As noted by the World Bank (2020), the digital infrastructure gap in Nigeria's rural and riverine areas remains a significant barrier to educational technology adoption.

Inadequate Digital Literacy and Pedagogical Resistance

A second layer of challenge involves the human element. Many teachers in Bayelsa State, particularly those from older generations, may lack the digital literacy skills required to effectively navigate, let alone teach with, AI tools. The transition from a traditional, teacher-centric model of history instruction—reliant on textbooks, chalkboards, and rote memorization—to a student-centered, technology-driven one can be deeply unsettling. This often leads to pedagogical resistance. Teachers may perceive AI as a threat to their authority or as a complex, time-consuming addition to an already demanding workload without adequate training or incentives. The fear that AI might eventually replace them can foster skepticism and a reluctance to adopt new methods (Selwyn, 2019). For students, while they may be more adept with consumer technology like social media, the skills required for academic and critical use of AI—such as prompt engineering, source verification, and data analysis—are often underdeveloped. They risk using AI as a shortcut for assignments without engaging in the critical thinking that history demands.

Financial Constraints and Resource Allocation

The cost of implementing AI in education is prohibitive for most public schools and families in Bayelsa State. AI requires hardware (computers, tablets, smartboards), software (subscriptions to AI platforms), and maintenance—all of which represent a significant financial outlay. The Bayelsa State government, like many in Nigeria, operates under severe budget constraints, with education often being underfunded. Consequently, schools are frequently unable to procure the necessary devices. For students from low-income households, purchasing a personal smartphone or data bundle for educational purposes is a low priority compared to more pressing needs. This economic barrier makes the integration of AI a distant dream, confining it to theoretical discussions rather than practical classroom application. As UNESCO (2023) emphasizes, without equitable funding models, technology in education risks widening the gap between the rich and the poor, rather than closing it.

Curricular Rigidity and the "Nigerianization" of History

The national curriculum for history in Nigeria is often rigid and examination-focused, particularly with the West African Examinations Council (WAEC) and the National Examinations Council (NECO). This curriculum prioritizes a specific, canonical body of knowledge that students must reproduce in high-stakes tests. AI, by its nature, encourages exploration, multi-perspectivity, and inquiry-based learning, which may not align directly with the examinable syllabus. Furthermore, a critical challenge is the content bias of mainstream AI. Most large language models and AI tools are trained on datasets dominated by Western history and perspectives. For a history curriculum in Bayelsa that seeks to "Nigerianize" its content—focusing on the histories of the Niger Delta, Ijaw culture, and pre-colonial Nigerian societies—these AI tools can be inadequate or even misleading (Ojo, 2022). They may provide generic or inaccurate information about local histories, heroes, and events, thereby perpetuating a colonial gaze rather than empowering students to discover their own heritage.

Ethical Concerns, Academic Dishonesty, and Data Privacy

Finally, the integration of AI raises profound ethical questions. The most immediate concern for teachers is the potential for academic dishonesty. AI chatbots can generate essays, answer complex questions, and complete assignments in seconds, making it difficult for educators to assess a student's genuine understanding and original thought. In a subject like history, where constructing a coherent argument is key, this threatens the very foundation of assessment. Beyond plagiarism, data privacy is a major issue. Many AI platforms are hosted by foreign companies with opaque data policies. Having students in Bayelsa input their personal and academic data into these systems raises concerns about data sovereignty and the protection of minors' information, for which Nigeria currently has weak regulatory frameworks (Nweke, 2021). Without clear guidelines and digital citizenship education, the uncritical adoption of AI could normalize practices that compromise student privacy and intellectual integrity.

Recommendations

The integration of Artificial Intelligence (AI) in history teaching within Bayelsa State presents both opportunities and challenges. Issues such as inadequate digital infrastructure, limited teacher capacity, cultural bias in AI tools, and poor accessibility for students, hinder effective application. To address these, the following recommendations are proposed:

- i. **Strengthening Digital Infrastructure and Accessibility:** A major challenge in the use of AI for history teaching in Bayelsa State is poor internet connectivity and limited access to functional digital tools. The government, in collaboration with private stakeholders, should invest in improving digital infrastructure such as stable internet, affordable data access, and provision of smart devices for schools. Solar-powered ICT labs should be prioritized, especially in rural areas, to address frequent electricity shortages. By strengthening infrastructure, teachers and students will have the enabling environment to fully utilize AI-powered educational platforms for history teaching and learning.
- ii. **Capacity Building for Teachers:** Many teachers in Bayelsa State lack adequate digital literacy skills to effectively apply AI tools in teaching history. To bridge this gap, periodic training and workshops should be organized by the Ministry of Education, teacher training institutes, and professional associations. These capacity-building programs should focus on equipping teachers with practical skills in AI-based lesson planning, use of adaptive learning platforms, and digital assessment methods. Incentives such as certification and promotion opportunities could encourage teachers to embrace AI. Empowering teachers with digital competence will ensure that AI serves as a complement rather than a substitute to traditional teaching methods.
- iii. **Contextualizing AI Tools to Local Realities:** Most AI-driven educational applications are designed with Western historical narratives, often neglecting local history and cultural perspectives. To make AI relevant in Bayelsa State, there is a need to customize AI platforms to reflect Nigerian and Ijaw histories, oral traditions, and indigenous knowledge systems. Collaboration between local historians, software developers, and curriculum planners should be encouraged to develop AI tools that incorporate Bayelsa's historical experiences, ensuring students learn history that is contextually meaningful. This will enhance cultural identity and decolonize digital learning.
- iv. **Policy Framework and Monitoring Mechanisms:** The absence of clear policies regulating the integration of AI in classrooms poses challenges such as misuse, ethical concerns, and over-reliance on technology. The Bayelsa State Ministry of Education should develop a comprehensive policy framework that outlines ethical guidelines, curriculum standards, and monitoring mechanisms for AI use in history teaching. Such policies should also address data privacy, equity in access, and the role of human teachers in balancing AI-driven learning. Regular evaluation will ensure sustainability and alignment with educational goals.

CONCLUSION

From the foregoing, one can deduce that while artificial intelligence holds significant promise for enhancing history teaching in Bayelsa State through personalized learning, improved access to resources, and innovative teaching methods, its effective adoption is hindered by a range of challenges. These include inadequate digital infrastructure, high costs of technology deployment, limited technical skills among teachers, and concerns about cultural relevance and historical accuracy. Additionally, issues of electricity instability, internet connectivity, and resistance to change further complicate integration. Therefore, addressing these challenges through targeted investments in digital infrastructure, teacher training, curriculum adaptation, and supportive government policies is crucial for maximizing the potential of AI in history education. Only then can artificial intelligence serve as a transformative tool for enriching students' understanding of history and fostering critical thinking in Bayelsa State.

References

- Adebayo, J. (2021). *Digital divide and educational inequality in Nigeria's Niger Delta region*. University of Port Harcourt Press.
- Adebayo, T., & Yusuf, M. O. (2021). Digital divide and ICT integration in Nigerian secondary schools. *Journal of Educational Technology Research*, 8(2), 45–58.
- Adedeji, O., & Lawal, R. (2022). Ethical concerns in the use of Artificial Intelligence in Nigerian classrooms. *African Journal of Educational Management*, 14(1), 101–116.
- Adeniran, A. T., & Adeyemi, B. A. (2023). Digital natives and pedagogical shift: Exploring the readiness for AI in Nigerian secondary education. *Journal of Educational Technology and Innovation*, 5(2), 45-60.
- Adeyemi, T. (2022). Digital humanities and the future of history education in Nigeria. *Journal of Nigerian Studies*, 15(2), 45-62.
- Aduwa-Ogiegbaen, S. E., & Iyamu, E. O. S. (2015). Using information and communication technology in secondary schools in Nigeria: Problems and prospects. *Educational Technology & Society*, 8(1), 104-112.
- Afolabi, F., & Adelabu, S. (2022). Financing AI in education: Challenges and prospects in developing countries. *International Journal of ICT and Education Development*, 5(3), 77–92.
- Eke, C. (2023). Decolonizing EdTech: The imperative for culturally responsive AI in African classrooms. *Journal of African Educational Research*, 15(2), 45-60.
- Eke, C. (2023). Immersive technologies and empathetic learning: VR and AR in the African classroom. *West African Journal of Educational Technology*, 8(1), 112-128.
- Eke, I. (2023). Teachers' perceptions of AI applications in teaching history in Bayelsa State. *Nigerian Journal of Humanities and Social Sciences*, 12(4), 88–105.
- Eze, C. (2023). Resource allocation and the marginalization of humanities in Nigerian secondary education. *Education Policy Review*, 9(1), 64–79.
- Ezekwe, C. L., & Dienye, P. S. (2024). Decolonising the algorithm: Ethical considerations for AI in African history education. *West African Journal of Educational Research*, 21(1), 88-105.

- Ifinedo, E., & Kuyoro, S. (2021). Teachers' perception and integration of technology in Nigerian secondary schools: A study of Lagos and Bayelsa states. *Nigerian Journal of Educational Technology*, 4(1), 22-35.
- Jegede, P. O. (2022). Bridging the digital divide: Challenges for ICT integration in rural Nigerian schools. *African Education Review*, 19(3), 155-173.
- Kaplan, A., & Haenlein, M. (2019). Siri, Siri, in my hand: Who's the fairest in the land? *Business Horizons*, 62(1), 15-25.
- McLuhan, M. (1964). *Understanding media: The extensions of man*. McGraw-Hill.
- Nwabueze, C. (2022). Plagiarism in the age of AI: Challenges and mitigation strategies for humanities education in Nigeria. *Nigerian Journal of Curriculum and Instruction*, 25(3), 112-125.
- Nwafor, C. E., & Edet, P. B. (2022). Capacity building for digital literacy: An assessment of teacher training institutions in southern Nigeria. *West African Journal of Education*, 40(3), 112-128.
- Nweke, C. (2021). Data protection in Nigeria: A review of the Nigeria data protection regulation (NDPR). *Journal of Intellectual Property and Information Technology Law*, 1(1), 45-60.
- Ojo, E. (2022). Decolonising the history curriculum in Nigeria: Challenges and possibilities. *Journal of African History, Culture and Arts*, 2(1), 17-29.
- Okam, C. C., & Onweh, V. E. (2021). Instructional strategies and students' academic achievement in history in Nigerian secondary schools. *International Journal of Learning, Teaching and Educational Research*, 20(4), 1-15.
- Okolie, U. C., & Igwe, P. A. (2021). Digital technologies and education in Africa. *Education and Information Technologies*, 26, 1-17.
- Okolie, U., & Akintola, K. (2021). Artificial intelligence and curriculum alignment in Nigerian secondary schools. *Contemporary Issues in Education Research*, 14(6), 22-38.
- Okoro, B. (2022). Infrastructural and cultural barriers to ICT adoption in Niger Delta schools. *Journal of Development and Education Studies*, 10(2), 55-70.
- Owei, D. (2021). Decolonizing the Nigerian curriculum: The role of indigenous knowledge systems. *Port Harcourt Journal of History and Development Studies*, 5(1), 88-105.
- Samuel, T. (2023). *Bridging the digital divide: Infrastructure and access to technology in Niger Delta Schools*. Delta Publishing House.
- Selwyn, N. (2019). *Should robots replace teachers? AI and the future of education*. Polity Press.
- UNESCO. (2023). *Global education monitoring report: Technology in education: a tool on whose terms?* United Nations Educational, Scientific and Cultural Organization.
- Veblen, T. (1921). *The engineers and the price system*. Viking Press.
- World Bank. (2020). *Digital economy for Africa: Country diagnostic for Nigeria*. World Bank Group.