

**AN INVESTIGATION INTO THE STRATEGIES FOR ENHANCING  
THE EFFICTIVE TEACHING AND LEARNING OF HISTORY IN  
SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF  
EDO STATE: A CASE STUDY OF FEDERAL GOVERNMENT GIRLS  
COLLEGE, EGOR LOCAL GOVERNMENT,  
BENIN CITY, EDO STATE**

**BY**

**Mayowa Emmanuel ADENIYI  
EDU1703017**

**DEPARTMENT OF EDUCATIONAL FOUNDATION  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY, NIGERIA**

**JANUARY, 2023**

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**Mayowa Emmanuel ADENIYI  
EDU1703017**

**A RESEARCH PROJECT WRITTEN AND SUBMITTED TO THE  
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**CERTIFICATION**

We hereby certify that this work was carried out by **ADENIYI Mayowa Emmanuel** with the Matriculation Number **EDU1703017** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. In partial fulfillment of requirement for the award of the degree of Bachelor of Arts in Education B.A. (Ed.) Degree in History.

.....  
**Mr. Monday Mogbeyiteren**  
**(Project Supervisor)**

.....  
**Dr. Mrs. P.Y. Iordye**  
**(Project Coordinator)**

**DATE.....**

**DATE.....**

.....  
**Prof. O.K. Omorogiuwa**  
**(Dean, Faculty of Education)**

## **DEDICATION**

I dedicate this work to my Grandmother, **LATE MRS OLUYOMBO  
EUNICE OYEBIMPE** and myself, **ADENIYI MAYOWA  
EMMANUEL.**

## **ACKNOWLEDGEMENT**

I wish to acknowledge the assistance and invaluable contributions that I have received throughout the period of this research and my study years in the great University of Benin

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## **TABLE OF CONTENTS**

<b>TITLE</b>	<b>PAGE</b>
Title page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Table of contents	v
Abstract	vii

### **CHAPTER ONE: INTRODUCTION**

Background of the Study

Statement of the Problem

Research Questions

Purpose of the Study

Significance of the Study

Scope and Delimitation of the Study

Definition of Terms

### **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

Concept of History

Concept of Teaching and Learning

Problems of Teaching History: Negative Attitude of the Government and Parents Towards History as a Subject

Preference of Science Subjects to Arts Subjects

Lack of Suitable History Textbooks

Absence of Teaching Aids and Instructional Materials

Inappropriate Methodology

Syllabus Design Pattern

Summary of Reviewed Literature

### **CHAPTER THREE: METHODOLOGY**

Design of the Study

Population of the Study

Sample and Sampling Techniques

Research Instrument

Validity of the Instrument

Reliability of the Instrument

Method of Data Collection

Method of Data Analysis

### **CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

Presentation and Analysis of Data

Discussion of Findings

### **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

Summary

Conclusion

Recommendation

**REFERENCES**

**APPENDIX**

## **ABSTRACT**

*This research study evaluates an investigation into the strategies for enhancing the effective teaching and learning of History in Secondary Schools in Egor Local Government Area of Edo State, using Federal Government Girls College, Egor Local Government, Benin City, Edo state a case study. History has to do with the background and the past of every living communities of human, the study of History is paramount to every society as it exposes the rich cultural background of every community, a place is nothing without its history, thus, it is important to study the history of every community. Hence, this study will evaluate the effectiveness of studying history. Concept of Teaching and Learning were dealt with the study population within Federal Government Girls College in Egor Local Government Area of Edo State.*

*The data for this study is collected through the use of questionnaire, this questionnaire has a total of 12 questions in, a total number of 50 correspondents were given this questionnaire to fill out; this correspondents includes students and teachers from Federal. The questions are structured to actualized the aim and objective of the study, the research design employed by the researcher for this study is the quantitative research design. The researcher, reviewed several works of literature related to this study drawing a line between this study and previous studies as it forms the basis for this study.*

*The analysis of this study was done using a descriptive and quantitative method, answers gotten from questionnaire were treated and calculated with the use of simple percentage calculation in order to get the degree of effectiveness in teaching and learning of history in secondary schools.*

*After successful analysis the researcher makes the following statement of fact that the reason tie to the lack of effectiveness in the teaching and learning of history are unavailability of teaching materials, untrained teachers, less prestige to the existence of history as a subject in secondary schools. The researcher proffer the following solution; teachers should be well trained, materials should be provided for the learning and teaching of history in secondary schools, the enlightenment of students and citizens on the advantage and importance of learning history.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

In the early years of secondary education in Nigeria, history was studied to the Cambridge senior level or school certificate by a very high proportion of Nigerian secondary school students University of Cambridge Local Examinations Syndicate (UCLES's Annual Reports, 1910-1930). Today in Nigeria, enhancing secondary school history education is a matter of great social concern, in term of the modernization of the methodological system, which can be understood only in the context of the subject-matter of school history.

It is now clear that the process of history teaching and learning has become more varied and interesting, with a possibility for greater personal input. At the same time, it should be remembered that history education is based on a rich legacy.

History teaching and learning in Nigerian schools has a long tradition. The indisputable achievement of the school history teaching system and

the scientific methodological school have been recognized internationally. Here, the question of the relationship between tradition and continuity on the one hand and innovation on the other is highly relevant. It should be emphasized that history teaching and learning in schools has changed fundamentally in recent years. A new concept of modern history teaching is emerging. These changes have affected the structure of history education, the underlying structure of courses, the principles for selecting subject-matter and the instructional materials employed. Obanya (1983).

History as a discipline has many definitions. It could be viewed from traditional definitions of history, modern definitions of history, from layman point of view, etc. Advanced Learners Dictionary of Current English defines history as the “orderly description of the past”. This definition seems to be inadequate, it is true that traditionally, history has changed from mere narration to analysis of events. Modern historian would also disagree with the definition given by dictionary because it is not possible for historian to give complete account of the past. In other words, historians select their materials from the pool of materials available.

The layman can define history as “the story of mankind or the activities of men and women in the past”. Others can see it as the record of the life and work of people in the past, while some will relate the term to the study of “man in his environment”. In essence, people see history as “the

record of lives of the societies of man, all the changes which the societies have gone through, all the materials conditions which helped or hindered development and the conditions of the present as a guide for the future”.

## **STATEMENT OF THE PROBLEM**

The problems of teaching history in secondary schools far outweighs its prospects. Many challenges faced by history where it belongs and seeing its importance in issues like national security, economy, politics, growth and development of the country. In fact, inadequate knowledge or history of certain issues in the country has caused so much failure on the part of the government and the society.

Most people have accused the discipline of ‘biting more than it can chew’. Today, efforts to actually establish the place of history in school curriculum have met with obstacles. Researchers have revealed a high rate of failure in history at school certificate and other examinations.

The teaching and learning of history in school has not being encouraging due to several factors such as: lack of qualified teachers, prospect of history in the labour market, inadequate history textbooks, absence of teaching aids and instructional materials, inappropriate methodology etc.

This study therefore aims at critically examining these problems and prospects of teaching history in secondary schools.

## **RESEARCH QUESTIONS**

In order to guide the research, the following research questions were raised:

1. Does parental influence affect the teaching of history?
2. Does instructional materials affect the teacher's ability to teach history?
3. Does methodology affects the teaching of history?
4. Does students' attitude affect the teaching of history?
5. Are there prospect for teaching and learning of history?

### **Purpose of the Study**

The main purpose of this study is to point out the problems and prospect of teaching history as well as possible solutions to these problems in secondary schools of FGGC, Egor Local Government Area.

In specific terms, this study will want to:

- To ascertain the extent to which parental influence affect the teaching of History
- To examine the degree to which instructional materials affect the teacher's ability to teach History

- To identify the extent to which students' attitude affect the learning of History
- To find out the extent to which methodology affect the teaching of history
- To determine if there are any prospect for the teachers and students of history.

### **Significance of the Study**

It is hoped that principals, teacher, students government and society at large will benefit from this study as it will enable the in better position to appreciate the relevance of history in modern day Nigeria. It will help to understand their faults in teaching history and enable them contribute effectively to the teaching and learning of history.

It is unpleasant to note that history taught in secondary schools has not sufficiently helped to fulfill its functions and prospects. It has therefore very necessary to try to find out these factors militating against the effective teaching in schools. The study will highlight the major problems facing the teacher and learners of history and also suggest some possible solution and its use for prospective historians. If this is achieved, the high rate of failures at schools certificate and other examination will be curbed.

This study will suggest various methods the teacher would use, suitable for the effective teaching and learning to instigate the students

interest in the subject. This work is also intended to act as an inspiration to future would-be researchers in the field of history education.

### **Scope and Delimitation of the Study**

The study will examine the problems and prospects of teaching history in Nigerian secondary schools. The scope of the study is limited senior secondary schools in Egor local government area of Edo state.

### **Definition of Terms**

**Instructional aids:** These are materials developed by researchers and educationist to facilitate easy and effective teaching history in schools. These materials include maps, charts, projectors, slides, films stripes etc.

**Qualified teachers:** this refers to persons who had undergone pedagogical training in teaching profession with relevant qualification in the subject area he or she is teaching. For instance, a teacher of history in secondary school must possess a B.Ed. In history before he/she would be allowed to teach the subject.

**Problem:** refers to difficulties in the way of effective teaching of history.

**Prospect:** refers to probability or chances for success for success in history especially to future historians and graduates.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review relevant and related literature on this study. It shall be discussed under the following sub headings:

- Concepts of History
- Concept of Teaching and learning
- Problems of Teaching History
- Prospects of History in Teaching and Learning of History
- Summary of Literature Reviewed

#### **Concept of History**

History is the study of life in the society in the past in all its aspects, in relation to present developments. It is the story of man in time, an inquiry into the past based on evidence. History is the analysis and interpretation of human past which enables us to study the continuity and changes that are taking place over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time. Historians use all forms of evidence to examine, interpret, revisit and

reinterpret the past. These include not just written documents but also oral communication and objects such as buildings, artifacts, photographs and paintings. Historians are trained in the method of discovering and evaluating these sources and the challenging task of making historical sense out of them. History is a means to understand the past and the present. The different interpretation of the past allows us to see the present differently and therefore imagine and work towards different futures. The study of history deepens our understanding of the potentialities and limitations of the present. It has thus become a future oriented study related to contemporary problems. For this reason, history today has become an all-embracing comprehensive subject with almost limitless extent. History is often said to be the queen or mother of the social sciences. It is also the basis of the study of philosophy, politics, economics, art and religion. No wonder it is considered an indispensable subject in the complete education of man.

### **Concept of Teaching and Learning**

Learning is about a change: a change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way our appearance changes as we get older. Learning is relatively a permanent change, usually brought about intentionally. When we attend a course, search

through a book, or read a discussion paper, we set out to learn. Other learning can take place without planning, for example by experience. Generally, with all learning, there is an element within us wishing to remember and understand why something happens and do it better next time. Psychologists are of the view that learning is the outcome of experiences. They believe that it is a relatively permanent change in behavior that is brought about by experience. Learning also involves feedback from the environment. Teaching is a process in which one individual teaches or instructs another individual a set of events, outside the learner which are designed to support internal process of learning. Teaching (instruction) is outside the learner, learning is internal. You cannot motivate others if you are not self-motivated. Motives are not seen, but behaviors are seen, learning is both a motive and behavior is seen to know that learning has taken place. The traditional concept of teaching is the act of imparting instructions to the learner in the classroom situation. In traditional classroom teaching, the teacher gives information to students or one of the students read from the textbook while other students silently follow him and information or knowledge is merely imparted. Here, teaching is teacher-centered. The modern concept of teaching is to cause the pupil to learn and acquire desired knowledge, skills and also desirable ways of living in the society. It is a process in which learners, teachers, curriculum and other variables are organized in

a systematic and psychological way to attain some predetermined goal. Here, teaching is child centered as the child is active in the teaching process. In teaching several methods are used to enhance the teaching process and facilitate learning. It is the work of the teacher to choose an adequate method suitable for the subject being taught, putting into consideration his learner. The approaches for teaching could either be teacher centered or child/student centered. The general teaching methods are; Lecture, Discussion, Socratic, Discovery, Play way, Excursion, Project, Field trip, Laboratory, Individual, Group/Team methods.

### **Problems of Teaching History**

#### **Negative Attitude of the Government and Parents Towards History as a Subject.**

The government has a role to play in the effective teaching and learning of history since they are saddled with the responsibility of making and implementing policies of education to facilitate learning. The outmost challenge of teaching History in secondary schools is that the Government do not ascribe much importance to History subject despite to fact that History subject was introduced earlier than Government subject in curriculum. Nigerian Government and curriculum planners failed to attach much value to the subject. They assume that History doesn't have

much importance since it deals with past events and many secondary schools in Nigeria do not offer history but government in its stead.

There is a growing tendency among modern nations to relegate History to the background for their hot pursuit of scientific and technological development. In the same pursuit of that of that goal, History and some other Arts are de-emphasized not only in terms of admission but also in terms of employment. Thus, this inhibits the chances of people offering History in tertiary institutions and the motivation of interest of the secondary school pupils. This wrong assumptions or policy had a strong negative impact on the society to the extent that History subjects are just dormant in the curriculum. Many public and private secondary schools do not teach History but every secondary school teaches Government/civic education as one of the art subjects.

The negative attitude of parents is also responsible for the nonchalant attitude which some students in secondary school have over History as a subject, which has impaired learning. They try to keep their ward away from studying History which they don't regard as one of the prestigious subjects which their children are expected to study in schools. In a situation where the interests of the child have been soiled from home it is doubtful if many of such children can pick interest in History.

It is in this light that the advice of Babs Fafaunwa comes handy. According to him “People with no knowledge of their past will suffer from collective amnesia groping blindly into the future without guide post of precedence to shape their course only a thorough awareness of their heritage allows them to make positive decisions as they make their private ones...”

With the negative attitude of both the government and students towards history, the effective teaching of history has been impaired due to the wrong notions that have been directly or indirectly put in the minds of the students, which in turn affect their interest in the subject and learning. In order to avoid the collective amnesia and help students make positive decisions within their environment, the teaching of History in secondary schools should be encouraged by the government and parents to help these children do better.

### **Preference of Science subjects to Arts Subjects**

With the advent of industrial revolution and its in-road to African countries, government and African citizens laid much emphasis on science oriented subjects that can advance industrialization. This tells on arts subjects or courses in which parents/guardians want their child to offer science subjects rather than arts subjects due to the opportunities in

the labour market that lies ahead of a graduate from science oriented courses. Adeyinka (1993) argues that in an attempt to catch up with the developing countries of the world in the areas of science and technology, the Nigerian Government (at federal and state level) greater attention to the teaching of science subject such as physics chemistry, biology and mathematics, at the expense of such an art subject History, the society itself including the employers of labour, tend to discourage the study of History by assigning a lower status to History and History teachers. On their own part, History teachers do not seem to have been adopting the best teaching method which would have made the subject livelier and more interesting to those secondary school students who have opted for it. In addition, due to the fact that Government laid much emphasis on science subjects than arts subjects, many public private funds on education, goes to science oriented subjects.

This makes the population of students studying science subjects or courses to be higher than arts subjects. In a typical senior secondary school, number of classes for science students are many than arts students. In fact, it is a belief that unserious and dull students read arts subjects. Also, students who did not have good grades in their junior school certificate examination are placed under arts class. Thus, Government and teachers see arts class as dumping site for dull students and equally believe that arts subjects are not difficult compared to

science subjects hence, it is not meant for dull students. This belief system affects students in art class thus; parents force their children to study science subjects. Use unqualified teachers, evidence from studies available to prove that one major problem facing the teaching profession is the non-professionalization of the teaching profession. The professionally trained university graduates are much likely to make a career in the field than those who have no professional training in the university level. Surveys conducted by researchers on the problems associated with the teaching of history in post-primary institutions have proved that the employment of non-graduate history teachers to teach history in secondary schools is one of the problems is one of the problems militating against the effective teaching of the subject. Included in this category of untrained history teachers are those who did not read history in schools but found the teaching of history given to them. This is usually the case when there is an absence of qualified staff or because those in charge of recruitment just found it convenient to put just anybody forward to teach history for their own personal interest. The danger of using these people lies that they are ignorant of effective history teaching technique Balchin (1981) noted that:

“Teachers who were unsuitable were to be weeded out and gradually the entrance standards for the new practitioners were to be raised. The early pioneers were well aware that the sure way to enhance the status of

teachers and ensure that the incompetent and poorly qualified were excluded was to give over the pattern of entry to the profession to the teachers themselves. They know how jealously the doctors guard their new right and they recognized how teachers should be of high caliber".

Writing on the relevance of professional training, Nwana Katwe believed that "the efficiency of any teacher at any level of educational system depended much on his educational background as on his professional training ability" Similarly the study carried out by Okpalama in schools in Imo and Anambra states came out with the findings that there is a serious shortage of academic and professionally trained history teachers in the schools. Ola (1997) also carried out a survey on schools in Kwara, Ondo and Oyo states. He came out with the report that 7.6% of the 33 schools he studied have one graduate history teacher with NCE and Grade II teachers are the major staff strength of the schools. The effective teaching of history in secondary schools today is largely affected by the shortage of qualified history teachers. The Bachelor of Arts history courses in Nigerian universities are academically oriented and products of these degree programs go to the school to teach without professional teaching training. This is a case that calls for sincere attention. There is a need to exclude all who are not up to standard in the teaching of history. Teachers registration council should be established and just as Balchin stated, if teachers themselves choose the criteria upon which they allow others to

join them, if teachers oversee the apprentice years of their colleagues, if teachers establish a code of ethical behavior and exclude from their ranks the unfit, and all these are strictly adhered to, this will set a higher standard than others presently set for them.

### **Lack of suitable History Textbooks**

Some scholars are of the view that one of the major problems of teaching history are as a result of lack of suitable textbooks. According to Crookall, Textbook is a practical necessity in teaching history and it is also one of the most powerful teaching aids that make the work of the teacher easier and more effective, if his class has good textbooks. History textbooks that are available are either inadequate or boring to comprehend. Scholars, historians and university teachers have failed to provide high quality history textbooks for students in arts classes of senior secondary schools. Thus few history teachers in secondary schools are left with little in-comprehensive and voluminous history textbooks. This further leads to difficulty in teaching on the part of the teacher. Textbooks are essential in every subject. Therefore, a careful selection of suitable history textbooks is important.

Ajayi (1967) has noted that:

"there are as yet, few textbooks available which cover our period adequately sufficient detail, embodying current writing and research and written with clarity and sensitivity to language problems as well as relevantly and well-illustrated".

This in other words is that the teacher will presumably look for good details a modern interpretation of the period, clarity of style and sensitivity to language difficulties, as well as clear, relevant maps and illustrations. It is important to note that finding relevant information swiftly is a necessity in arousing students interest in History and also developing the students' ability to become increasingly independent of his teacher. Therefore, it is the duty of the teacher to guide the students on the use of textbooks. The use of text books serves a lot of purposes and as such should be very useful in History teaching. Ukoha (1977), on his study on teaching and learning of history was of the opinion that lack of textbooks lead to decline of interest in History among secondary school students of which is resultant in poor performance in the subject. Still on the emphasis of textbooks as an issue associated with the teaching of History, O'Connor and James were of the view that the problem of teaching History lies in the fact that some textbooks are biased. They cited as an example, the History textbooks used in America which never seriously examine the root of foreign distrust on the U.S. Still on the relevance of some of the History textbooks used in schools, the Dike

commission set up by the federal Government in 1962 was to look into the educational needs of the country. In his report findings, he recommended an intent review of the existing history syllabus in our schools because of its pro-western nature.

Briley (1961) observed that: "One of the problems confronting the history teacher in the successful teaching in History is the non-availability of up to date and suitable written textbooks" He further stated that nearly all textbooks on History contain far too much information about events which are of little or no significance for West African students. In other words, if a History textbook is not in simple language, not clearly written, illustrated and comprehensible, students would not use it with confidence. So there is always the need for simplicity and clarity of history textbooks. History should be taught with appropriate textbooks and since ideal textbooks are rarely found, the teacher must make the best choice possible, trying to see all available textbooks and watching out for new publications. The teacher will enhance or promote the effective of History by so doing.

### **Absence of Teaching Aids and Instructional Materials**

A major challenge that opposes the new field of study include the non- availability of proper teaching aids and instructional materials to aid learning process. This is one of the challenges facing the teaching of

History. For the case of history, text books which are part of the teaching aids and instructional material are too many and cumbersome for the students to read and even difficult to get due to financial constraint. Also, Teachers find it difficult to lay their hands on classroom resources and improvise instructional materials that can aid effective teaching and learning of History which increases motivation and good performance.

The inability of most secondary schools to acquire audio-visuals and lack of skilled personnel to use them has been attributed by scholars as a problem in the teaching of History. Mays (1974) in her book, listed the most important teaching aids in secondary schools teaching of history as maps, globes, film stripes, textbooks, slides, projector, visits to historical sites, museums, duplicating equipment etc. Also commenting on the importance of audiovisual materials in teaching History, Dickson (1972) states that audiovisual materials can be used to arouse curiosity and that it has the tendency of bringing variations in the method employed in the teaching of the subject. He also went further to say that "giving the importance of arousing and sustaining interest, it follows that teachers should be predisposed to make some of such materials provided such that an important condition is satisfied. The condition is that this method should be as effective as it rivals as a means of securing whatever objectives that have been formulated" Dickson also maintained that

audiovisual aids should be used for initiating pupils into asking the right questions of two or more of the historical sources of evidence. The unfortunate situation in most of the secondary schools is that these audiovisual aids are not available in universities let alone secondary schools and where some are available, they are antiquated or outdated ones. Most often, they are usually locked up in stores to accumulate dust. History which deals with the past and changes, which has to undergo change and continuity has made the field of study equipped with enough instructional materials to satisfy the students' needs and further the learning process. Farrat (1969) argued that instructional materials (textbooks) on history are too many. Although, it should be an advantage factor but it has been the reverse as students find it difficult and strenuous to read and gather information on different sources to match together for their findings. Also the students are faced irregularities of author who work sometimes based on sentiment and feelings that suit their personality..

### **Inappropriate Methodology**

As contained in the Federal government policy paper, i.e. the National Policy of Education (2004), the broad aims of secondary education should be a preparation for useful living within the society and preparation of higher education. If these are broad aims of the secondary

education, the teaching of history in secondary schools should reflect the above general aims in order to play apart fully in attaining the objectives. Thus, the teacher is expected to choose its appropriate teaching methods to help in the realization of these aims and objectives. The teacher should be consistent in his approach to the teaching of his subject, he should introduce (if he has not been practicing) the use of methods of teaching such as Project, group discussion, and Socratic methods.

Many researchers are of the opinion that lack of a universal methodology in teaching History in most secondary schools are responsible for problems encountered in the teaching of the subject. In this regard, teachers of history employ any method they find convenient without due cognizance to the interest of the learner and the environment. It is against this background that the advice given by the Association of Assistant Masters in secondary schools suffices. They advised that contents must be orderly planned and clear and should be appropriate to the age and capability of the students to be taught. Also according to Crookhall, the success or failure of the subject depends among other things on the way the History teacher handles his lesson. He suggested the creative approach method for teaching History and highlights the shortcomings in employing of teaching methods.

Okurotifa (1970) also defined programmed learning as "the kind of learning that follows a planned sequence, where the learning material is

presented in an ordered, structured program which has been prepared before the learner begins his task". Still commenting on the issue further, Nwosu stated that "nobody can know all about any topic in History, unless he employed the main tools which are analytic questions. Moreover, teachers need to understand how concepts are developed, if their teaching is to become intelligible, because concepts abound in History" There is a general consensus that one of the consequences of employing non- history graduates to teach the subjects in secondary schools is that often times. what they teach are not always planned. Thus, making it impossible for the effective teaching of the subject.

Oso (1979) advocated the use of variety of teaching methods in teaching of History to secondary school students. Such methods as storytelling, discussion, questioning, drama, project, excursion, and a host of others. Such method he argued would enhance proper teaching and learning in secondary schools.

Trevelyan once asked the question must history be dull?? This was to necessary as the conventional view held that History was dull, with all its dates, battles, events and names, which had to be committed to memory. In reacting the position held by Trevelyan, Jones (1973) was of the opinion that "if dull history lessons, it was due to method applied, not due to dull subject. From experience in the field and survey carried out by history teachers in instructing students, the lecture method is ranked first,

closely followed by the note taking method. These two methods were found to be teacher centered as against the advocated child centered approach to teaching and learning.

### **Syllabus Design Pattern**

One of the challenges in teaching history is that History syllabus is very broad for teachers to cover within the specific period of time allocated during the academic school calendar and also very voluminous for students to read and understand. Due to the wideness of the subject and the inability of some teachers to teach the subject very well, students run away from History class and prefer Government subject. It is important to note that many History teachers are not well trained in handling history subjects. They haphazardly teach the subject broad subject creates a challenge in teaching and learning history, which in turn without A proper teaching/lesson. Thus, lack of qualified teachers to handle this affects the students' interest and performance in the subject. The content of any subject in school implies the question of the syllabus or what in actual sense the teacher ought to teach to his students at a given time. In many respects, the task ahead of him in trying to determine the most appropriate topics to teach depends among other things on age, general ability, and interest of the students in his class. For history to be

more understandable to students, a Deliberate effort in the preparation of the content and scheme of work is necessary

It is common tradition among our secondary school teachers to shift areas of the syllabus where no literature is available and concentrate on those areas of the syllabus where books are available. Even the syllabus itself does not say anything about such areas where no information is available, as if they are not part of Nigeria. The result is that only the history of a selected area is known to the students and history is entirely foreign to those students from areas with no literature on their history as well as their ancestors. For example, secondary schools in Egor local government comprise students of different cultures. If only the histories of three major ethnic groups are taught to them, the history of other minority groups is foreign to both the majority and the minority ethnic groups. Ukeje (1976), contributing on this stated that as far as the remote, irrelevant and unrealistic natures of the contents of the curriculum in the schools are concerned. the worst sin seems to be committed by the framers of the history syllabus". Prospect of History in the teaching and learning of History

Since the introduction of Government as an alternative to history in the 1970s, the exalted status which History had occupied in the school curriculum has been seriously threatened. At the secondary school level, more students have since the 1980s offered government rather than

history. It follows therefore that if these students have to study history in the University or College of Education, their number would be reduced. The truth is that the number of history students in the university has been on decline especially owing to the fact that there has been no foundation of history from secondary schools. Again, most students who offer history at the secondary school level do not end up studying for a degree in history.

The prospect of history in the teaching and learning of history are not obvious to prospective students. Many students find it difficult to know exactly what their chances to secure a white-collar job in the labor market would be, if at the end they study History. Due to this reason, students prefer science subjects that have many prospects to Arts subjects. In addition, discrimination between science graduates and art graduates by public and private companies added to the challenges confronting history graduates and other Arts classes. The society is saturated with the belief that Science rules the world thus: history subject is relegated and perceived as an ancient that cannot add any value to an industrialized society.

There has been a deliberate policy by the federal government since the 1980s to promote science and technology. This move has also contributed to the neglect of history teaching and its importance to the society at all levels of education. It is only when there are a favorable

attitude by the government at all levels that history teaching and learning will gain its status and the prospects brighter. Although, current developments show that the society has gradually begun to see the need for History and it is regaining its former status.

Furthermore, the study of History provides a foundation of insightful knowledge and prepares the students for just more than being a museum curator or history teacher. The history student gains a remarkable level of political knowledge because most of the topics in history deal with the structure of government of the past and structure of various kingdoms that have existed and how they engaged in diplomacy.

### **Summary of Literature Reviewed**

History is the study of man. It is concerned with man in time and space. It explains the present in the light of the past. Continuity and coherence are necessary requisites of history. History is a unique subject possessing the potentialities of both science and arts. As an enquiry after truth, history is a science and as a narrative account of the past, it is an art or a piece of literature. History is valuable as a study in more than one way. The values of teaching History are disciplinary, informative, educational, ethical, cultural, intellectual, political, nationalistic, international and vocational. The concept of teaching and learning are

processes that involve many variables. These variables interact as learners work towards their goal and new knowledge, behaviors' and skills are incorporated that add to their range of experiences. Teaching is external while learning is internal to the learner. For the learner to be said to have learnt, there is usually a change in behavior. The effectiveness of teaching depends to a very large extent on the method used by the teacher which in turn facilitates or limits learning. Historical thinking according to Wineburg (2007) requires an orientation to the past, informed by disciplinary canons of evidence and rules of argument. Historical instructions therefore should assist students in mastering concepts such as causality, comparison and change as well as the exploration of history. This knowledge is very vital to the development of any society. It is glaring therefore that the teaching of history in our present day secondary schools are fraught with problems, just as this study has turned to examine. Some of these problems looked into are: Negative attitude of the government and parents towards history as a subject, Preference of sciences Arts subjects. Use of unqualified teachers. Absence of teaching aids and instructional materials, Inappropriate methodology, Syllabus design pattern and Prospect of history in the teaching and learning of History. From these problems, the researcher has hypothesized that they are likely to impair the effective teaching in secondary schools in Egor local government of Edo state. Thus, if these problems are not properly

looked into and there's an absence of adequate formal instruction in history in secondary schools, students are likely to develop negative attitude towards the subject and may find it difficult to appreciate the purpose and relevance of history to contemporary examine. Some of these problems looked into are: Negative attitude of the government and parents towards history as a subject, Preference of sciences Arts subjects, Use of unqualified teachers, Absence of teaching aids and instructional materials, Inappropriate methodology. Syllabus design pattern and Prospect of history in the teaching and learning of History. From these problems, the researcher has hypothesized that they are likely to impair the effective teaching in secondary schools in Egor local government of Edo state. Thus, if these problems are not properly looked into and there's an absence of adequate formal instruction in history in secondary schools, students are likely to develop negative attitude towards the subject and may find it difficult to appreciate the purpose and relevance of history to contemporary life. History in secondary schools, students are likely to develop negative attitude towards the subject and may find it difficult to appreciate the purpose and relevance of history to contemporary examine. Some of these problems looked into are: Negative attitude of the government and parents towards history as a subject, Preference of sciences Arts subjects, Use of unqualified teachers, Absence of teaching aids and instructional materials, Inappropriate

methodology. Syllabus design pattern and Prospect of history in the teaching and learning of History. From these problems, the researcher has hypothesized that they are likely to impair the effective teaching in secondary schools in Egor local government of Edo state.

Thus, if these problems are not properly looked into and there's an absence of adequate formal instruction in history in secondary schools, students are likely to develop negative attitude towards the subject and may find it difficult to appreciate the purpose and relevance of history to contemporary life.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter shall deal on the methods and procedures employed that will be in this study. It shall be discussed under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Design of the Study**

The descriptive research survey design was used in building up this study.

The choice of this research design was considered appropriate

Descriptive research survey design was used in building up because of its advantage of ensuring accurate assessment of the sample considered to be the representative of the study.

### **Population of the Study**

Population of the study is a target population which comprises the History Teachers of secondary schools in Egor Local Government of State. According to statistics provided by the Post Primary Education Board, Benin City. A comprises twelve (12) senior secondary schools and twenty six (26) history teachers.

### **Sample and Sampling Technique**

The sample of the study is the target population which is made up of twenty six (26) teachers drawn from the twelve (12) schools in Egor Local Government Area of Edo State. The purposive sampling technique was used for the study.

### **Research Instrument**

Questionnaires for the history teacher will be constructed by the researcher. The instrument used for the study is a questionnaire. Questionnaire for the history teacher will be constructed by the researcher for effective collection of data. The questionnaire is a structured

questionnaire which gives the respondents: 'YES' or 'NO' option for easy collection of data for the study.

### **Validity of the Instrument**

The instrument for data collection was subjected to content validity by three experts, the research's supervisor and two other experts in the Faculty of Education, University of Benin. Their corrections and contributions will be used to prepare the final draft of the instrument.

### **Reliability of the Instrument**

To ensure reliability of the instrument, it was subjected to Spearman Browns split half reliability formulae and the result obtained was 0.85 which is highly reliable.

### **Method of Data Collection**

The researcher administered the questionnaire personally to students. The participants were given guidance on how to complete the questionnaire and all the filled ones were collected on the spot.

### **Method of Data Analysis**

Simple percentage was used to calculate the bio-data information of the students and to analyze the data from the questionnaire.

## CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

### Introduction

This chapter contains the presentation and analysis of the data collected for the study. The presentation of data is immediately followed by the analysis through discussions. The population of this study aimed at fifty correspondents (students and teachers) which were given questionnaires.

### Presentation and analysis of data

#### Question 1: Is History is a subject taught in schools?

DATA	NO. OF RESPONDENTS	PERCENTAGE
Yes	44	88%
No	2	4%
Not sure	4	8%
No response	-	-
Total	50	100%

From the above it would be seen that 88% of the respondents agreed that history is a subject taught in schools, the percentage who indicated that there is not subject called history is 4%, and 8% not sure if there is any while those for no response are 0. The data gotten proves that a lot of people understand that history is studied as a subject in schools. This helps us to establish the fact on the ground that history as a subject exists. With this being said we can actually check the attitude of students, teachers and the educational system toward the learning and teaching of history

#### Question 2: Is history taught in your school?

DATA	NO. OF RESPONDENTS	PERCENTAGE
Yes	41	88%
No	9	12%
Not sure	-	-

No response	-	-
Total	50	100%

It can be observed from the above data that 88% of the respondents agreed that history is taught in their school; while 12% percent disagree history is taught in their school, this is also a step closer to knowing the attitude of teachers, students and the educational system in the acknowledgement of history as a subject. It will go a long way if history is taken and given a high prestige priority in the educational system, there is no place without a history this makes it paramount that the historical documentations of communities and society be taken into cognizance.

**Question 3:** Do you understand History when taught?

DATA	NO. OF RESPONDENTS	PERCENTAGE
Yes	22	44%
No	28	56%
Not sure	-	-
No response	-	-
Total	50	100%

From the above table, majority of the respondent ticked “no” to understanding history when taught history in schools, this shows that the teaching of history in schools have not been given so much attention and this subject. If a high percentage of students can’t understand history it means much effort has not been put into teaching it

**Question 4:** Do you think the teaching of History should be given more attention in the educational scheme?

DATA	NO. OF RESPONDENTS	PERCENTAGE
Yes	50	100%
No	-	-
Not sure	-	-
No response	-	-
Total	50	100%

From the above, it would be seen that all correspondent agreed that more attention should be given to the teaching of history in the educational section. This speaks volume on the level of effectiveness given to history

**Question 5:** Does your teacher teach history well?

DATA	NO. OF RESPONDENTS	PERCENTAGE
Yes	17	43%
No	33	57%
Not sure	-	-
No response	-	-
Total	50	100%

From the above table, it can be seen that 43% of correspondent agreed their teacher is putting them through history well, which is very poor.

**Question 6:** Do you understand history well from the teachings of your teacher?

DATA	NO. OF RESPONDENTS	PERCENTAGE
Yes	11	27.5%
No	30	50%
Not sure	-	-
No response	9	22.5%
Total	50	100%

Based on the table above, only 27.5% of the total respondents strongly agreed that they understand history from the teaching of their teacher. And that don't speak well.

**Question 7:** Are there materials in learning of history in your school?

DATA	NO. OF RESPONDENTS	PERCENTAGE
Yes	10	20%
No	33	66%
Not sure	7	14%
No response	-	-
Total	50	100%

From the above data table, only 20% agreed to have materials for the learning of history in their school which is really poor. This study will address how this can be resolved.

**Question 8:** Do you feel history teachers should be trained and good materials provided for them?

DATA	NO. OF RESPONDENTS	PERCENTAGE
Yes	50	100%
No	-	-
Not sure	-	-
No response	-	-
Total	50	100%

From the above table, it is observed that all the respondent wants history to be given serious improvement should be attached to history as teachers should be trained in the teaching of history.

**Question 9:** Do you feel one of the way one of the way to improve the positive effectiveness on the teaching of history is by providing materials?

DATA	NO. OF RESPONDENTS	PERCENTAGE
Yes	50	100%
No	-	-
Not sure	-	-
No response	-	-
Total	50	100%

All population samples agreed that materials should be provided for the learning and teaching of history in school as this will serve for a better improvement in the learning and understanding of history.

**Question 10:** Do you think one of the ways to improve the learning of history in your schools is by providing more time in the teaching of the subject?

DATA	NO. OF RESPONDENTS	PERCENTAGE
Yes	44	88%
No	2	4%
Not sure	4	8%
No response	-	-
Total	50	100%

A very large number of the respondents agreed that one of the ways of to improve the learning of history in secondary schools is by giving more time for history classes

**Question 11:** History is not the same as government

DATA	NO. OF RESPONDENTS	PERCENTAGE
Agreed	50	100%
Disagree	-	-
Total	50	100%

All respondent agreed that history is not the same as government (subject), hence should not be treated as same. The teaching of civic education does not mean that history has be taught.

**Question 12:** history is not the same as civic education

DATA	NO. OF RESPONDENTS	PERCENTAGE
Agreed	50	100%
Disagree	-	-
Total	50	100%

History is not the same as civic education and so should not be treated as same. The teaching of civic education does not mean that history has be taught.

**Discussion of findings**

No doubt that every place has a history and the history of a place is the origin of the place, establishing its present and future, studying the history of a place is paramount to knowing it by the upcoming generation. It is true that history is taught is secondary schools but is there effectiveness in the teaching of history in secondary schools in Nigeria? There are a lot of factors militating against the teaching and learning of history in secondary schools, based on observation from the researcher these factors include:

- Untrained teachers
- Unavailability of teaching materials
- Less prestige to the existence of history as a subject in secondary schools
- The fact that history is considered as same with the subject “government” in some secondary school

- The fact that history is considered as same with civic education in some secondary schools
- The lack of time given to the learning of history in secondary schools

The research after successful analysis of the data collected for the study with the use of questionnaire stipulates the following facts to contribute for the positive effectiveness of the teaching and learning of history in secondary schools.

- Teachers should be well trained in the teaching of history
- Materials should be provided for the learning and teaching of history in secondary schools.
- The enlightenment of students and citizen on the advantage and importance of learning history.
- History should not be considered to be same as other subjects such as government and civic education, thus substituting history with these subjects. History should be treated as an independent subject

## **CHAPTER FIVE SUMMARY AND CONCLUSION**

### **Summary**

This study is titled an investigation into the strategies for enhancing the effective teaching of History in secondary school in Egor local government area of Edo state: A case study of federal government Girls College. The method of data collection used for the study is the use of questionnaire; Information was extracted from the field directly from informants with a well structured questionnaire. The researcher review works of different scholars related to this study, this helped to form a base for which the present study can be found, a quantitative research design was used by the researcher. The data was analyzed using a quantitative method of analysis, the percentage of each of the number of answers provided are calculated in other to make a stand on the view of each response from the respondent. In the analysis of the data the researcher brings out statements of fact from the position of the result gotten from the data collected, different strategies to employ in enhancing the effective teaching of history in secondary schools are positioned and pointed out by the researcher.

### **Conclusion**

The study provides a successful analysis for the data collected, this was possible with the method of analysis which proves to be proficient in the investigation into the strategies for enhancing the effective teaching of History in secondary school. This analysis brings the researcher to the following conclusion

The teaching of history in secondary schools has not be given attention in secondary school, on this base there are a lot of factors militating against the teaching and learning of history in secondary schools, based on observation from the researcher these factors include:

- Untrained teachers
- Unavailability of teaching materials
- Less prestige to the existence of history as a subject in secondary schools
- The fact that history is considered as same with the subject “government” in some secondary school
- The fact that history is considered as same with civic education in some secondary schools
- The lack of time given to the learning of history in secondary schools

### **Recommendation**

Hence strategies for enhancing the effective teaching of History in secondary school include:

- Teachers should be well trained in the teaching of history
- Materials should be provided for the learning and teaching of history in secondary schools.
- The enlightenment of students and citizen on the advantage and importance of learning history.
- History should not be considered to be same as other subjects such as government and civic education, thus substituting history with these subjects. History should be treated as an independent subject

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## APPENDIX

Dear Sir/Madam,

I am a final year student of Educational foundation Department, University of Benin, Benin City. I am carrying out a research on “An investigation into the strategies for enhancing the effective teaching of History in secondary school in Egor local government area of Edo state: A case study of federal government girls college” which is in partial fulfillment of my B.A (Ed) degree in History (BAEDHIS). This research is purely for academic purpose and all the information given will be treated confidentially. You are therefore kindly required to answer all the questions as best as you can.

Thanks for your anticipated co-operation.

### RESEARCH QUESTIONS

#### SECTION A (PERSONAL DATA)

Sex: Male ( ) Female ( )

Class: \_\_\_\_\_

- 1) Is History is a subject taught in schools?  
Yes ( ) No ( ) Not sure ( ) No response ( )
- 2) Is history taught in your school?  
Yes ( ) No ( ) Not sure ( ) No response ( )
- 3) Do you understand History when taught?  
Yes ( ) No ( ) Not sure ( ) No response ( )
- 4) Do you think the teaching of History should be given more attention in the educational scheme?  
Yes ( ) No ( ) Not sure ( ) No response ( )
- 5) Does your teacher teach history well?  
Yes ( ) No ( ) Not sure ( ) No response ( )
- 6) Do you understand history well from the teachings of your teacher?  
Yes ( ) No ( ) Not sure ( ) No response ( )
- 7) Are there materials in learning of history in your school?  
Yes ( ) No ( ) Not sure ( ) No response ( )
- 8) Do you feel history teachers should be trained and good materials provided for them?  
Yes ( ) No ( ) Not sure ( ) No response ( )
- 9) Do you feel one of the ways one of the way to improve the positive effectiveness on the teaching of history is by providing materials?  
Yes ( ) No ( ) Not sure ( ) No response ( )

10) Do you think one of the ways to improve the learning of history in your schools is by providing more time in the teaching of the subject?

Yes ( ) No ( ) Not sure ( ) No response ( )

11) History is not the same as government

Agreed ( ) Disagree ( )

12) History is not the same as civic education

Agreed ( ) Disagree ( )