

**THE PROBLEMS AND PROSPECTS OF TEACHING HISTORY IN SECONDARY
SCHOOLS IN NIGERIA. A CASE STUDY OF OVIA NORTH EAST LOCAL
GOVERNMENT AREA OF EDO STATE**

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CERTIFICATION

We, the undersigned, hereby certify that this project work was carried out by **Amadin Uyinnwen**, with matriculation number **EDU1803523**, in the Department of Educational Foundation, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This work is dedicated to the lovely memory of my father, Late Mr. Amadin Igbinvbo.

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ABSTRACT

This study examines the challenges and prospects associated with teaching history in secondary schools in Nigeria, using the specific context of Ovia North East Local Government Area in Edo State as a case study. The research employs a descriptive research design to explore the perceptions of both students and teachers regarding history education, focusing on the availability of resources, the perceived importance of the subject, and the utilization of instructional materials in the classroom. Through the administration of a structured questionnaire to a sample of 100 respondents selected via simple random sampling, the study uncovers valuable insights. The findings highlight areas of consensus and divergence among participants. Notably, there is agreement among respondents regarding the accessibility of relevant history textbooks and resources, as well as the engagement and interest elicited by history lessons. However, a shared concern emerges regarding the limited integration of technology and multimedia resources, and a perceived disparity in the importance accorded to history compared to other subjects. The study also identifies encouraging prospects. Teachers express enthusiasm for leveraging technology and multimedia resources to enhance history education, promoting critical thinking skills, and incorporating primary sources to deepen students' historical understanding. However, opinions diverge on the subject's potential to foster a sense of identity and belonging among students. In conclusion, this research underscores the complex landscape of teaching history in Nigerian secondary schools, specifically within the Ovia North East Local Government Area.

CHAPTER ONE

INTRODUCTION

Background to the Study

There are different subjects taught at junior and senior secondary school levels of education in Nigeria that are deemed essential in contributing to personal, societal and national development, international cooperation and integration and for general academic achievements. These subjects range from pre-vocational, sciences, technical, humanities and art subjects which are recognized as genuine fields of academic scholarship. History as a subject falls within the general art and has for a long time enjoyed a place in Nigeria's school curriculum especially in senior secondary level until it was removed by Nigeria's government in 2010 and re-introduced eventually in 2017 whilst being introduced to primary and junior secondary levels.

We understand that education at secondary school level is the bedrock and foundation for higher knowledge in tertiary institutions. It is an investment as well as instruments for achieving technological, scientific, cultural, social and political developments. This is why the Federal Ministry of Education (2007) stipulated national policies for secondary school as an agent of national development that fosters individual development for further societal worth and development with equal opportunities for all.

However, no nation can function academically, politically, culturally, socially and economically when her students lack knowledge about her past. It can be likened to a nation living without memories or brain. Hence, the need for teaching and learning of History to be taken seriously as it has the capacity to destroy the country's younger generation and future workforce. Furthermore, academic performance among secondary school students has always been a matter of great concern to educational stakeholders comprising parents, educators, students and government. Though, a lot of measures have been taken over the years in order to improve on the situation nevertheless, a large number of secondary school students still perform poorly. This is because they lack adequate foundation from memories of the past and experiences from older generation which helps them see and appreciate hard work, determination, resilience, cooperation among others which fosters individual achievement and national development (Animba, 2018).

Nigerian youths in recent times have exhibited behaviors that has really question the unity, statehood/nationhood of Nigeria. This can be seen in the last "ENDSARS" protest across the nation where monuments and artifacts of national importance and unity were destroyed signifying to a large extent that an average youth lacked foundation on how those national monuments came to be. It's important to state here that the researchers believe on the fundamental right of a citizen to express his/her

anger and dissatisfaction through protest; however, the way and manner national monuments were desecrated during the protest called for a serious national thinking especially in regards to teaching and learning of History among students who make up about 60% of Nigerian's population (Guardian Newspaper, 2017). This has led to serious investigation by researchers on the reasons the youth are yet to learn from their past.

The teaching of History in Nigeria could be traced informally to the pre-colonial days when parents and elderly ones recounted the past in their communities to the younger generation through folklores, oral tradition, cultural and social festivals among others. These were major ways of conveying invaluable lessons and values that were highly cherished in traditional societies. The teaching of History took a formal turn in the colonial period when it was taught by the British in the schools established by the missionaries and British colonial officials. Right after the independence of Nigeria, History was amongst the four subjects taught and examined in junior secondary schools and elective in senior secondary level for Arts students who write the School Leaving Certificate and General Certificate of Education. With the introduction of 1976 education reform of training and equipping teaching and learning, History was incorporated into social studies at the junior secondary school level while it was offered as an elective for Art students in senior secondary level (Cobboid & Oppong,

2010). Some aspect of History was also assimilated into civic education which was taught from primary school level to junior secondary.

However, despite the importance of history to everyone and the various efforts of curriculum planners, and teachers, there have been a persistent decline in the study of history. This decline has become so outrageous that in the West African Senior School Certificate Examination (WASSCE) annual report of 2006, 1,154,266 candidates sat for the examination but only 63,276 of them did history. This represents an insignificant 5.5 percent as against 81 percent in 1960 (WASSCE annual report, 2006). This is a dangerous trend to individuals and society at large considering the importance of history to humankind.

With the seemingly problems and crises Nigerian society has been subjected to especially in this 21st century, the utility of History as a core subject in secondary school cannot be overlooked as most of the current problems facing Nigerian society are embedded in historical issues. However with the universalistic worth of History notwithstanding, History is one of the least studied subject in secondary schools especially in Edo state. For instance, West Africa Secondary School Examination Council (2006), compared the entry statistics among History, Government and Economics for the Senior Secondary School Certificate Examination in Nigeria

organized between 2000- 2006. From the comparison, it was observed that the period prior to the eventual banning of History in secondary school, History recorded the least among subjects registered by senior secondary students in external examinations. Subsequently, out of all students who sat for general Art subjects, only 2% offered History as compared to 65% and 60% in Government and Economics respectively. Further decline was seen from 2007 onward when the population of History students divided further to 0.05 as compared to enrolment in other subjects in the Art category (WAEC, 2006). This decline further accelerates to 0.005% when the government of the Federal Republic of Nigeria banned it as a school subject in 2010-2017 (Guardian Newspaper, 2020).

The foregoing picture points to the fact that the subject has become increasingly unpopular among students in Nigeria even with the eventual re-introduction by the government in 2007 as approved by Nigerian Educational, Research and Development Council (NERDC, 2007).

Statement of the Problem

Despite its overwhelming importance of History, Taylor & Young (2003), argued that History is gradually losing its grip in Nigeria's education system posing a serious

question “What is the fate of History in Nigeria and Edo state in particular”? This is because historians, history educators and lovers of the subject attribute a host of factors relating to Pedagogy, availability of human and material resources and the attention given to the so-called economically viable subjects as some of the factors posing as challenges for effective teaching and learning of History in secondary schools in Edo state. Since it is difficult to hold a single factor responsible for militating against teaching and learning of History in secondary school in Edo state, the researcher decided to embark on in-depth investigation on the problems and prospects of teaching History in secondary schools using Ovia North East Local Government Area (LGA) of Edo State as a case study for this all important subject both teaching and learning wise.

Purpose of the Study

George Santayana once said “Those who do not remember their past are condemned to repeat it”. Nigerian was on the verge of repeating past mistakes when it banned History, however it recovered from this grave suicide hence the re-introduction of History back to school as education subjects. Realizing that it was never too late to stand all over, History was made a stand-alone subject and subsequently introduced to primary schools as well. Therefore, in order to encourage the studying this all important subject knowing its effect in statehood and national development; the

researcher x-rayed the problems and prospects of teaching History in secondary schools using Ovia North East LGA of Edo State as a case study, and possible solutions of making History a viable subject once again while taking its rightful place in communities, state and national levels.

Research Questions

- i. What are teachers' perceptions of the problems faced in the teaching of history in secondary schools in Ovia North East LGA?
- ii. What are teachers' perceptions of the prospect in the teaching of history in secondary schools in Ovia North East LGA?
- iii. What are the most widely utilized instructional materials by classroom teachers in the teaching of History in Secondary schools in Ovia North East LGA?
- iv. What are prospects of teaching of History in secondary school in Ovia North East LGA?

Significance of the Study

This study will enlighten students, parents and the general public, and also help the government to recognize the problems affecting the effective teaching of history in

Secondary Schools. It will also help in the identification of those problems, and in no small measure help both the teacher and education planners to rejuvenate the present standard of schools in these areas. This will also guide policy makers on how to tackle problems facing the teaching of history in Secondary Schools. And it will help enhance students understanding of history and thereby improve their performances in history examinations.

Scope of the Study

The study is limited to selected secondary schools in Ovia North East LGA of Edo State: Ebomisi Secondary School, Ezomo College, Army Day Secondary School Isiohor, Ekosodin Secondary School, and NIFOR Secondary School.

Definition of Terms

Prospect - A probability or chance for future success, especially as based on present work or aptitude or a vision of the future; what is foreseen; expectation.

Problem – Something difficult to deal with or understand. Something to be solves or dealt with.

Effective – Achieving the intended result

Teaching – Giving instruction by a teacher to a lecturer.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews the literature related to the study under the following sub-headings

- Theoretical Framework
- What is History?
- Importance of Teaching History in Secondary Schools
- Assessment of Teaching Methods Used by History Teachers
- Strategies of Teaching History for Effective Learning in Secondary Schools
- Factors Militating the Teaching and Learning of History
- Factors Affecting Students' Performance in Studying History
- Influence of School Learning Environment on the Teaching of History
- Prospects and Problems of Teaching History in Nigeria Secondary Schools
- Student's Interest on the Academic Performance in History in Secondary Schools
- The Problems of Effective Teaching and Learning of History in Secondary Schools
- The Use of Electronic Media in the Teaching and Learning of History
- The Use of Instructional Material for Effective Teaching and Learning of History in Secondary School

Theoretical Framework

The Victor Vrooms Expectancy Theory

The expectancy theory was postulated during the golden age of motivation theories during the 1960's. However, what separates expectancy theory from the other seminal works is that expectancy theory focused on the cognitive antecedents that contribute or detract from personal motivation. The theory suggests that motivation is a cognitive process where one believes that the more you put efforts into particular jobs, the more the performance and the reward. It's important to note that rewards could be intrinsic or extrinsic. Extrinsic motivations are external things such as money and promotion. Intrinsic motivations are internal things such as a sense of fulfillment and achievement.

It is from this theory that the level of teacher motivation will be approached since the attitude, attendance and relationship of teachers and students will determine the kind of effort they are putting which in turn affects the students' performance which in this case is the reward. According to this theory, the teacher is expected to put more effort into teaching so as to increase the performance of the learners. This also applies to the school administration (principals) that they have to keep the teachers motivated so as to bring about increased performance of the learners.

What is History?

The study of history is very important to any society. It helps a people to know more about itself by promoting the people's understanding of their past, in terms of both internal and external relationship. According to Animba (2018), history is comparable to memory for individuals, as it enables a collective understanding of the past. Without knowledge of the past, people may become victims of past mistakes and lack guidance for the future. History allows us to comprehend and master the past, which is essential for understanding the present (Animba, 2018; Alabi, 2020).

Professors G. R Elton and Carl Gustavson provide further insights into the nature of history. Elton defines history as the study of human thoughts, deeds, sufferings, and sayings that occurred in the past and have left a lasting impact on the present (Elton, cited in Alabi, 2020). Also Gustavson describes history as a vantage point from which we can observe human progress and project into the future (Gustavson, cited in Alabi, 2020). Jekayinfa (2010) adds that history involves investigating, analyzing, and interpreting past events to derive generalizations that enhance our understanding of the present and, to some extent, anticipate the future. Additionally, history provides a systemic account of past events in relation to the present, enabling predictions and shaping a better future (Alabi, 2020).

Importance of Teaching History in Secondary Schools

Children can gain valuable insight into how our world has changed over time by understanding chronology, learning to organise and communicate ideas, investigating the past, and developing historical knowledge. Animba, (2018) and Alabi, (2020) identify the some of the importance of teaching History in secondary as follow:

1. **Understanding our identity:** History helps us understand who we are as individuals, nations, and the human race, by exploring diverse cultures, societies, and ethnic groups. Recognizing and valuing our history allows for personal and national growth.
2. **Gaining a comprehensive worldview:** The study of history provides a deeper understanding of our planet and the world we live in. By examining past events and comparing them with the present, students can develop a holistic perspective.
3. **Shaping a better world:** History equips nations with the knowledge of past mistakes and successes, enabling them to avoid repeating errors and build a better future. It promotes change, innovation, and wise decision-making based on past experiences.

4. **Cultivating cultural awareness:** Through historical studies, students gain insights into different cultures, fostering consciousness and appreciation of cultural strengths and weaknesses.
5. **Developing transferable skills:** The study of history enhances reading, critical thinking, creative thinking, informed citizenship, and empathy, providing students with skills applicable in various aspects of life.
6. **Promoting good citizenship:** History education cultivates ethical and moral values, enabling students to understand the development of rights, obligations, and societal structures.
7. **Fostering personal and collective identity:** History connects students with the collective efforts, struggles, and sacrifices of past generations, fostering personal and collective growth.

Assessment of Teaching Methods Used by History Teachers

Teaching history is a complex activity that has evolved over time. Traditional methods, where the teacher solely imparts knowledge to passive learners, have been replaced with more dynamic and engaging approaches. In recent times, various teaching methods have emerged, categorized as either teacher-centered or learner-centered. Additionally, educators have identified core practices that effectively transmit historical knowledge (Fogo, 2014; Maloy & LaRoche, 2010; Thornton,

2001). The effective transmission of historical knowledge in the classroom requires the adoption of various teaching methods, both traditional and modern. Jyothish (2021) discussed the following teaching methods for effective history teaching:

I. Teacher-Centered Teaching Methods:

1. Lecture Method: The traditional approach of one-way communication from the teacher to students, covering significant content in a single class period.
2. Storytelling Method: Utilizing storytelling to effectively communicate historical concepts and enhance students' retention of information.
3. Biographical Method: Teaching history through the lives of historical figures, instilling interest, moral values, and motivation among students.

II. Learner-Centered Teaching Methods:

1. Debate: Encouraging students to critically analyze historical problems and engage in debates to develop critical thinking skills and consider multiple perspectives.
2. Simulation: Engaging students in acting out historical events to draw lessons from the past through experiential learning.
3. Demonstration: Students presenting demonstrations under the teacher's guidance to understand historical issues and connect the past with the present.

4. **Problem-Solving Method:** Involving students in seeking information, generating knowledge, and making decisions to foster responsibility for learning and higher-order thinking.

III. Methods Using Primary Sources:

1. **Field Trips to Monuments:** Visiting historical monuments and cultural sites for hands-on understanding of art, architecture, and ancient cultures.
2. **Study Tours to Archives:** Encouraging students to explore primary literary sources in archives to analyze historical documents and improve critical thinking skills.
3. **Study Tours to Museums:** Utilizing museums with preserved epigraphic and numismatic sources to study historical artifacts and gain insights into the past.

IV. Methods Using Secondary Sources:

1. **Teach using Traditional Libraries:** Accessing historical textbooks and research materials in libraries to deepen understanding of historical events and contexts.
2. **Teach using Digital Libraries:** Leveraging digital libraries for 24/7 access to a vast range of historical resources, enhancing research capabilities and broadening perspectives.

V. Methods Using Teaching Aids:

1. **Graphic Aids:** Using charts, maps, graphs, and pictures to visualize abstract historical concepts and facilitate clear explanations in the classroom.
2. **Display Boards:** Utilizing chalkboards, bulletin boards, flannel boards, and magnetic boards to support interactive learning and present information systematically.
3. **Three-Dimensional Aids:** Employing models, realia, dioramas, panoramas, and globes for tangible representations that engage students and enhance historical understanding.
4. **Audiovisual Aids:** Integrating television, video tapes, radio, computers with internet, and smartphones with internet to enrich historical learning through multimedia content.

Strategies of Teaching History for Effective Learning in Secondary Schools

Teaching history in secondary schools requires the implementation of effective strategies to ensure meaningful and engaging learning experiences. Traditional teaching methods dominated by lecturing, note-giving, and heavy reliance on textbooks have been found to limit learner participation and contribute to negative perceptions of the subject (Chaudhri, 2012). However, research suggests that incorporating innovative approaches can lead to improved outcomes and increased

student engagement. Ghavifekr et al. (2014) and Gowdhaman (2014) discusses various strategies for teaching history in secondary schools that have been shown to enhance learning.

Integration of Technology: Integrating Information and Communication Technology (ICT) tools and facilities has been found to have a positive impact on history teaching and learning. Well-equipped teachers who effectively utilize ICT tools play a significant role in the success of technology-based teaching and learning. Incorporating technology can enhance students' understanding, provide visual aids, and make historical concepts more relatable and memorable.

Utilization of Photographs: Photographs play a crucial role in the teaching and learning of history. Photographs can help create a connection between students and historical events, making the learning experience more engaging. By observing familiar objects captured in photographs, students are motivated and able to grasp historical concepts more effectively. Photographs provide visual evidence, evoke emotions, and facilitate a deeper understanding of historical contexts.

Promoting Active Learning: Encouraging active learning is essential for effective history teaching in secondary schools. Instead of relying solely on traditional teaching methods, educators should incorporate strategies that promote student engagement,

critical thinking, and participation. This can include group discussions, debates, role-plays, historical simulations, and project-based learning. Active learning activities enable students to develop analytical skills, enhance their understanding of historical events, and actively construct knowledge.

Creating Inquiry-Based Learning Environments: Inquiry-based learning fosters curiosity, critical thinking, and independent research skills. By posing questions and guiding students in seeking answers through research and analysis, teachers can facilitate a deeper understanding of historical concepts. Encouraging students to explore primary sources, critically evaluate evidence, and form their own interpretations enhances their historical thinking abilities and promotes a more meaningful learning experience.

Adapting Teaching Methods to Learner Needs: There is no one-size-fits-all teaching method for history. Effective teaching strategies should consider factors such as the nature of the subject, available facilities, and the needs of the learners. Teachers should employ a variety of methods that cater to different learning styles, utilize a range of resources, and create an inclusive learning environment. Flexibility and adaptability in teaching approaches ensure that students with diverse backgrounds and abilities can actively participate and succeed in history education.

Factors Militating the Teaching and Learning of History

The teaching and learning of History is undergoing significant changes in terms of content, methodology, and modernization to meet world standards in Nigeria. The subject matter and instructional materials of history have also evolved, becoming more simplified and accessible for teaching, as guided by the Nigerian Educational and Research Development Council (NERDC) (Ajayi, 2015; Alabi, 2020).

Despite the efforts to enhance the teaching and learning of History, several factors militate against its effectiveness in secondary schools in Edo State. One of these factors is the lack of an established and widely accepted teaching methodology for History. Unlike other subjects, History deals with in-depth causal and often difficult issues from the past, which must be presented truthfully. Students, however, tend to prefer uplifting stories rather than confronting the sad and bitter truths of society. Therefore, teachers face the challenge of striking a balance between presenting historical facts and protecting students from uncomfortable truths. Various teaching methodologies such as dramatization, role-playing, and the use of audiovisual and visual aids can be employed to make history lessons more effective. The use of inquiry-based methods, field trips, discovery learning, and project-based approaches can also heighten students' curiosity about historical topics (Animba, 2019).

Animba (2019) identify another significant hindrance to the teaching and learning of history in secondary schools in Edo state is the lack of instructional materials. Teachers are often faced with the challenges of inadequate textbooks, graphs, charts, and audiovisual aids necessary for effective teaching. Following the change in curriculum by NERDC and the reintroduction of history in Nigeria, historians and researchers have been slow in producing the required textbooks and instructional resources. Many researchers and historians are hesitant to invest their time in researching and creating historical materials due to uncertainties surrounding government policies. Consequently, history teachers struggle to deliver lessons without proper instructional materials, leading to a reliance on rote memorization and abstraction of the subject. Furthermore, when resources are available, they tend to be expensive, making them inaccessible for both teachers and students.

Another actors militating against the teaching and learning of History is the lack of subject knowledge among History teachers which poses another challenge to the teaching and learning of History in secondary schools in Edo state. Following the ban on history in the past, colleges of education and universities reduced the study of History as a course. As a result, there is a scarcity of qualified history teachers. Some teachers also struggle to differentiate between religious, social, cultural biases and historical facts, presenting distorted information to students and preventing them from

forming their own historical perspectives. Moreover, some teachers lack the passion and enthusiasm to make history engaging and rely on outdated teaching experiences and methodologies instead of adopting innovative approaches (Ajayi, 2015).

Government policy and its implementation also impact the teaching and learning of history in secondary schools in Edo state. Although the government has recognized the importance of history and reintroduced it into the curriculum, the implementation of related policies has been inadequate. Many schools, skeptical of the government's commitment to history education, have not reintroduced the subject, especially in rural secondary schools. Only a small percentage of public secondary schools in Edo state have prioritized the teaching of history. Government policies have not made History a compulsory subject or included it in important external exams such as the Unified Secondary School Examination and the Basic Education Certificate Examination (BECE) for secondary three students. Consequently, schools that initially embraced the teaching of History are gradually abandoning it, citing the absence of national exams that include history as a subject (Ajayi, 2015).

Furthermore, there is a lack of correlation between history and other subjects in the curriculum. Many teachers fail to integrate history with other subjects, teaching it in isolation instead of highlighting its connections with science, civic education,

economics, crafts, social studies, geography, and other disciplines. History is often referred to as the "subject of all subjects and the beginning of all beginnings," and it should be intertwined with other subjects to provide a comprehensive understanding of the world.

Factors Affecting Students' Achievement in Studying History

Academic achievement in studying history is a crucial aspect of educational institutions and a societal expectation. When setting goals and objectives, education systems consider academic achievement alongside other competences. Several factors contribute to students' achievement in studying History, including their economic conditions, study habits, time management skills, health, family relationships, school environment, and the role of teachers (Munoz & Portez, 2001; Ozdemir et al., 2015). Achieving academic goals in History education is vital for societal development and the welfare improvement of students.

The school environment significantly impacts students' achievement in studying history. It reflects families' socio-economic and socio-cultural values, their perception of education, and the school's significance to society. Additionally, the school's location influences transportation facilities and activities that support or hinder history teaching and learning. Key environmental factors include adequate infrastructure, housing, personal development opportunities, social activity facilities,

transportation, safety, access to healthcare services, hygiene training, and resources specifically related to History education (Ozdemir et al., 2015).

Teachers play a crucial role in students' achievement in studying history. They contribute to cognitive, affective, and behavioral development, guide career paths, shape compatible individuals for society, foster thinking styles, perspectives, and a broad worldview, and mold the society of the future. Teachers' sympathetic approach, warm-hearted behavior, tolerance towards mistakes, and effective history teaching methods positively impact teacher-student relationships and enhance students' performance in studying history (Sadik, 2002).

In addition to the school environment and the role of teachers, other factors significantly influence students' achievement in studying history. Economic conditions can impact access to resources, materials, and opportunities for historical exploration. Study habits and time management skills play a crucial role in students' ability to engage with historical content effectively. Health conditions, both physical and mental, can affect students' focus, concentration, and overall performance. Furthermore, supportive family relationships and a conducive learning environment at home can positively influence students' motivation and dedication to studying History.

The above confirms that various factors affect students' achievement in studying History, including economic conditions, study habits, time management skills, health, family relationships, school environment, and the role of teachers. Addressing these factors is essential for promoting positive outcomes in history education. Education systems should strive to improve economic conditions, provide support for developing effective study habits and time management skills, prioritize students' health and well-being, foster positive family relationships, create a conducive learning environment in schools, and empower teachers with effective history teaching strategies.

Influence of School Learning Environment on the Teaching of History

The quality of the learning environment and the availability of useful facilities are undeniably connected to students' high-quality academic achievement. Research conducted by Shamaki (2015) investigated the influence of the learning environment on students' academic achievement at the senior secondary school level in Yobe state, Nigeria. The findings revealed a significant difference between the mean performance of students taught in an ideal learning environment and those taught in a dull learning environment. Similarly, Adamu (2015) examined the impact of the learning environment on the performance of students in public secondary schools in Taraba State, Nigeria. The study showed a significant difference in the performances of

students from the experimental group (exposed to a classroom building with adequate furniture, small class populations, and instructional materials) and the control group. These findings indicate that a conducive learning environment positively influence students' achievement in studying History.

Considering the influence of the learning environment on the teaching of History, Eimuhi and Ogedegbe (2016) conducted a research titled "The Effect of Environmental Factors in Teaching and Learning in Primary and Secondary Schools in Edo State, Nigeria." The study highlighted that enriched learning environments lead to greater and more widespread benefits for academic performance and other student outcomes. Moreover, Odeh, Oguche, and Ivagher (2015) investigated the influence of the school environment on the academic achievement of students in secondary schools. Their findings revealed that school climate, discipline, and physical facilities significantly influence the academic achievement of secondary school students in Benue State, Nigeria. These studies emphasize the importance of providing a conducive learning environment, including for the teaching of History, to enhance students' academic performance.

The available research supports the notion that the learning environment significantly influences students' academic performance, including their performance in studying History. Factors such as adequate facilities, qualified teachers, favorable school

climate, discipline, and well-maintained infrastructure play crucial roles in promoting academic achievement in teaching of History. Creating an ideal learning environment fosters a positive atmosphere for teaching and learning, which in turn enhances students' engagement, motivation, and understanding of historical concepts.

Prospects and Problems of Teaching History in Nigeria Secondary Schools

History teaching in secondary schools in Nigeria faces various challenges and opportunities that impact the quality of education and the students' understanding of their past. Understanding these issues and addressing them can lead to a more effective history education system. Adeyinka, (2015) discussed the problems and prospect as follows:

Problems:

1. **Curriculum Issues:** One of the major challenges in history teaching is the outdated and inadequate curriculum. The Nigerian History curriculum may not be well-aligned with modern teaching methodologies and historical research. A well-designed curriculum can promote critical thinking and a deeper understanding of historical events.
2. **Lack of Resources:** Many schools in Nigeria and Edo State in particular lack essential resources for teaching History effectively. This includes textbooks,

historical documents, maps, and teaching aids. Without these resources, teachers face difficulties in delivering comprehensive history lessons.

3. **Teacher Training:** Another issue is the inadequate training and professional development opportunities for History teachers. Some History teachers lack adequate training in historical research and pedagogical techniques. This can result in ineffective teaching methods and a limited understanding of the subject matter..
4. **Low Student Interest:** History is often perceived as a less popular subject among students in Nigeria. This may be due to factors such as the emphasis on science and technology, the perception of history as a difficult subject, or a lack of awareness about the importance of studying history. This leads to low enrolment rates and reduced interest in historical learning.
5. **Focus on Examinations:** The Nigerian education system often prioritizes examination results, which can encourage rote memorization instead of critical thinking and analytical skills necessary for historical understanding. History education should go beyond memorizing facts and dates. It should focus on developing students' analytical skills, interpretation of historical sources, and the ability to construct informed arguments. This requires a shift in assessment

methods and a greater emphasis on critical thinking and analysis in examinations.

6. **Limited Time Allocation:** History is sometimes given less priority in the curriculum compared to other subjects. This results in limited time for in-depth exploration of historical topics.
7. **Neglect of Local History:** The focus on global historical events have almost overshadow the rich and diverse local history of Nigeria. This neglects the opportunity to appreciate and learn from Nigeria's cultural heritage. Integrating local history into the curriculum can foster a sense of pride and identity among students. It can also promote a deeper understanding of the social, political, and economic dynamics that have shaped Nigeria's history.

Prospects:

1. **Curriculum Revision:** There is need to revise and update the History curriculum to make it more relevant, inclusive, and reflective of Nigeria's cultural diversity and historical context. The curriculum should incorporate local history, indigenous knowledge systems, and perspectives from marginalized groups. This will enable students to develop a more comprehensive and nuanced understanding of Nigerian history.

2. **Integration of Technology:** Technology offers immense prospects for enhancing History teaching and learning. The use of digital libraries, multimedia presentations, online resources, and educational apps can make history more interactive, engaging, and accessible to students. Integrating technology into history classrooms can promote independent research, critical thinking, and the exploration of diverse historical sources.
3. **Teacher Professional Development:** Providing ongoing professional development opportunities for History teachers is crucial for improving the quality of history education. This can include specialized training in historical research methods, pedagogical strategies, and the use of technology in the classroom. Teacher professional development programs can empower educators to create dynamic and interactive learning environments that foster historical understanding and critical thinking skills among students.
4. **Active Learning Methods:** Encouraging the use of active learning methods like debates, group discussions, historical reenactments, and project-based learning can stimulate students' interest and critical thinking skills. These methods enable students to actively engage with historical content, analyze different perspectives, and develop their own interpretations of historical events. By creating an interactive and participatory learning environment,

teachers can foster a deeper understanding of History and cultivate students' analytical and communication skills.

5. **Emphasizing Local History:** By highlighting Nigeria's local history and cultural heritage, students can develop a stronger sense of identity and pride in their country. Incorporating local history fully into the curriculum can help students connect with their roots, appreciate diverse cultural traditions, and understand the historical forces that have shaped their communities. This can be achieved through field trips to local historical sites, inviting guest speakers from local communities, and integrating local stories and narratives into history lessons.
6. **Cross-Disciplinary Approaches:** History is interconnected with various subjects such as literature, geography, and civics. By integrating history with other disciplines, students can develop a holistic understanding of historical events and their broader implications on society. Cross-disciplinary approaches can also enhance students' critical thinking and problem-solving abilities as they analyze historical events from multiple perspectives.
7. **Historical Field Trips:** Organizing field trips to historical sites, museums, archives, and monuments can provide students with a tangible experience of history. These visits offer opportunities for hands-on learning, close

examination of historical artifacts, and direct engagement with primary sources. Historical field trips can inspire students' curiosity and interest in history, making the subject more meaningful and memorable.

8. **Encouraging Research and Projects:** Assigning research projects and historical investigations can develop students' research skills, analytical thinking, and presentation abilities. Encouraging independent research and project work fosters a deeper engagement with historical topics and allows students to take ownership of their learning. Teachers can guide students in selecting research topics, accessing reliable sources, and presenting their findings effectively.
9. **Inclusive History:** Promoting an inclusive approach to history ensures that marginalized groups and underrepresented voices are recognized and included in historical narratives. It is essential to present history from diverse perspectives, acknowledging the contributions and struggles of various social, cultural, and ethnic groups. Inclusive history empowers students to appreciate the complexities of the past and challenges historical stereotypes and biases.
10. **Utilizing Oral History:** Nigeria's rich oral tradition offers an opportunity to incorporate oral history into the curriculum. Recording and preserving oral accounts of historical events, traditions, and customs can provide valuable

insights into Nigeria's past. Oral history projects allow students to engage with living witnesses of history and develop empathy for those who have experienced historical events firsthand.

11. Collaboration with Historians: Establishing partnerships with historians and academic institutions can enhance the quality of history teaching in secondary schools. Collaborations can provide access to expertise, resources, and research-based methodologies. Historians can also offer teacher training workshops and guest lectures, enriching the knowledge and pedagogical skills of history educators.

Student's Interest on the Academic Performance in History in Secondary Schools

The academic performance of students in history is influenced by various factors, with one of the key elements being their level of interest in the subject. History plays a crucial role in shaping students' understanding of the past and its relevance to the present and future. When students are genuinely interested in history, they are more likely to actively engage in the learning process and perform better academically. Bhawana (2016) researched the interest of secondary school students in the selection of subject and sources of guidance. The study found that students' interest has a significant effect on their academic performance. The study concluded that it is very

important for any student to choose the subject carefully from various subjects according to their interest.

Similarly Renninger et al. (2014) carried a study on interest of secondary school students taking History. He argued that individual interest is more enduring and trait-like and endures over time for it can be considered as a disposition that individuals take with them from one context to the next. According to Renninger, three factors contribute to the development of interest: Knowledge, positive emotion and personal value. As individual learn more about a topic, they become more skilled and knowledgeable. An increase in knowledge can bring positive fact as an individual feel more competent and skilled through task engagement. In addition, as they spend time with learning, they may find personal meaning and relevance in the learning, such as when a student discovers that an understanding of history can help him or she pursue the dream of becoming a good teacher. An individual's goals can also contribute to the development of interest by leading him or her to become more engaged in his/her learning, develop competence and to further explore the topic.

Interest is critically important in its own right. When a student excels in a particular subject more than others, it tells that he or she has a special interest in the subject area. This may not always be the case. Often times, students perform well in a particular course due to parental pressure, peer group prompting, teachers praise or even lack of

exposure to other courses of study. Teachers also play greater roles in students' interest (Timothy, 2019), as teachers are expected to establish a good relationship with students under their watch. They provide an avenue where individual students will feel bold and confident to discuss their feelings and personal interest.

The Problems of Effective Teaching and Learning of History in Secondary Schools

The effective teaching and learning of history in secondary schools can be influenced by various challenges. Opong (2010) stated that recommended methods were not used by History teachers in teaching the subject, and even those used were not used appropriately. He argued that instructional resources were not frequently used in History lessons because such resources were either not available at all or were inadequate. Also, Students were also found to possess negative perceptions about the History as they regarded it as a compendium of facts to be memorized. The problems commonly associated with History education in secondary schools has identified by Opong (2010) are:

Curriculum Limitations: One of the major challenges is the presence of a crowded curriculum, which often limits the time allocated to history instruction. History

teachers struggle to cover a wide range of historical topics within limited class hours, leading to a rushed and superficial understanding of historical events.

Lack of Resources and Instructional Materials: Insufficient availability and accessibility of quality instructional materials and resources pose a significant hurdle. Many schools lack adequate textbooks, primary sources, maps, visuals, and digital resources necessary to support effective history instruction. This scarcity can hinder students' engagement and comprehension of historical concepts.

Inadequate Teacher Training and Professional Development: History teachers face limited training opportunities and professional development programs specific to history education. This has resulted in teachers being less equipped to effectively deliver history lessons, engage students, and employ appropriate teaching strategies and methodologies.

Pedagogical Challenges: History education often requires the development of critical thinking, analytical skills, and historical interpretation. However, traditional teaching methods that rely heavily on rote memorization and lecture-based instruction do not adequately promote these skills. Teachers often times encounter difficulties in creating interactive and student-centered learning environments that foster historical analysis and inquiry.

Lack of Student Engagement: Student apathy and disinterest in history can be a persistent challenge. Some students perceive history as irrelevant or disconnected from their lives, leading to disengagement and a lack of motivation to actively participate in class discussions or complete assignments.

By addressing these problems and implementing appropriate solutions, the teaching and learning of History in secondary schools can be significantly improved, fostering a deeper understanding and appreciation of the subject among students.

The Use of Electronic Media in the Teaching and Learning of History

The use of electronic media offers numerous potential benefits that can enhance students' engagement, understanding, and overall learning experience in history education. In an article titled "Using technology to teach historical understanding: The Digital History Reader brings the possibilities of new technology to the history classroom" Stephens, et al., (2005) presents the findings of preliminary tests conducted to assess the effectiveness of digital history materials in higher education classrooms and workshops attended by teachers. Their results indicate that these materials positively impact student learning without compromising content knowledge. By incorporating technology, teachers can facilitate a more comprehensive understanding of complex historical issues, ultimately enhancing

student engagement and comprehension. They further argued that the use of digital history resources not only promotes mastery of content but also inspires teachers to explore innovative approaches to engage learners in both virtual and classroom contexts.

Wang (2008) who did a study in secondary classroom environments, comparing learning environments in different types of schools and different educational streams, established that there existed significant differences in the utilisation of educational media among different categories of schools and listed the following:

Access to Diverse and Rich Historical Resources: Electronic media provide students with access to a wide range of digital resources, including primary sources, documentaries, archival footage, interactive timelines, and virtual tours. These resources offer a more immersive and dynamic learning experience, allowing students to explore historical events, artifacts, and perspectives that might not be readily available in traditional classroom settings.

Enhanced Engagement and Interactivity: Electronic media can foster student engagement through interactive elements such as multimedia presentations, online discussions, and educational games. These interactive features enable students to actively participate in the learning process, encouraging critical thinking, analysis, and interpretation of historical information.

Visual Representation of Historical Concepts: Electronic media facilitate the visual representation of historical concepts, enabling students to grasp complex ideas more effectively. Visual aids such as maps, infographics, and images can support students' understanding of spatial relationships, cause-and-effect relationships, and historical contexts.

Flexibility and Personalization: The use of electronic media allows for flexible and personalized learning experiences. Students can access historical materials and resources at their own pace and review content as needed. This flexibility accommodates diverse learning styles, preferences, and individual needs, promoting a more inclusive learning environment.

Technological Considerations: It is important to consider the technological requirements and accessibility of electronic media. Not all students may have equal access to technology or reliable internet connectivity. Teachers should ensure that digital resources are accessible to all students and provide alternative options for those who may face technological limitations.

Critical Evaluation of Online Sources: With the abundance of online information, students need guidance in critically evaluating the credibility and reliability of digital sources. Teachers play a crucial role in teaching students how to discern credible sources and develop digital literacy skills to navigate the vast online landscape.

The Use of Instructional Material for Effective Teaching and Learning of History in Secondary School

The use of instructional materials plays a dynamic role in promoting effective teaching and learning of History in secondary schools. These materials serve as valuable resources that support educators in delivering engaging and meaningful history lessons. By utilizing various instructional materials, teachers can enhance students' understanding, foster critical thinking skills, and create immersive learning experiences.

Textbooks are a fundamental instructional resource in history education. They provide a structured and comprehensive overview of historical content, concepts, and events. When carefully selected, textbooks can present multiple perspectives, encourage analysis, and facilitate in-depth exploration of historical topics. In addition to textbooks, primary sources such as letters, diaries, photographs, maps, and artifacts bring history to life.

Visual aids, including maps, charts, graphs, and timelines, can effectively illustrate historical contexts, spatial relationships, and chronological sequences. Visual representations help students visualize complex information and enhance their comprehension of historical events. Digital resources and multimedia materials offer

interactive and immersive learning experiences. Online databases, virtual museums, educational websites, and multimedia presentations provide access to a vast array of historical sources and media. Through the use of digital resources, students can explore historical content in engaging and interactive ways, fostering deeper understanding and active participation (Abdi, 2011). To ensure the effective use of instructional materials, teachers should consider the alignment between materials and curriculum objectives. They should select resources that are age-appropriate, culturally inclusive, and reflective of diverse perspectives. Teachers should also provide guidance and support to help students analyze, interpret, and critically evaluate the information presented in instructional materials. Lastly the use of instructional materials in history education plays a significant role in facilitating effective teaching and learning. Textbooks, primary sources, visual aids, digital resources, and educational games all contribute to creating engaging and interactive learning environments. By leveraging these materials, teachers can inspire students' curiosity, deepen their understanding of historical events, and develop essential historical thinking skills. Bukoye (2019)

CHAPTER THREE

METHODOLOGY

The methodology gives an overview of the methods, the procedure, the modalities and the sequential steps the researcher adopted in the research work to ensure that the results of investigation are dependable, accurate and valid. It presents a careful description with the following subheadings:

- Research Design
- Population
- Sample and Sampling
- Instrument for Data Collection
- Validity of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The study adopted a descriptive research design method in carrying out the study. The design was adequate to “the problems and prospects of teaching history in secondary schools in Nigeria using Ovia North East Local Government Area of Edo State as a case study” as it enabled the researcher to collect and describes factual information

on the entire group using a sample. Collins and Hussey (2003), “see descriptive survey research design as a technique used to gather statistical information about attributes, attitudes or actions of a population by administering standardized questions to some, or all of its respondents”. Surveys can be conducted with personal interviews, postal and self-administered questionnaires. Therefore, a descriptive survey collects data to make inferences about a population of interest. The descriptive survey gives the researcher the opportunity to capture a population’s characteristics and test hypotheses qualitatively.

Population

The population of study is that group in which inductive conclusion is made (Agbonifoh & Yomere, 2002). It is the totality of objects been studied and to which the generalization of our result will apply. Therefore, the targeted population of this study consisted of all Senior Secondary School Students in Ovia North East Local Government Area of Edo State. The selected schools were Ebomisi Secondary School, Ezomo College, Army Day Secondary School Isiohor, Ekosodin Secondary School, and NIFOR Secondary School.

Sample and Sampling

A simple random sampling technique was used for the study; 100 respondents were selected purposively to determine the sample that represents the entire population. The use of simple random sampling technique was to ensure that every member of the population has an equal chance of being selected in the sample.

Instrument for Data Collection

The instrument for data collection was a structured questionnaire titled “the problems and prospects of teaching history in secondary schools in Nigeria using Ovia North East Local Government Area of Edo State” which was designed by the researcher and was used in collecting data for the study. The instrument was divided into two parts (A and B). Part A sought demographic information about respondents while part B consists of items relating to the study using a 4-point Likert scale. The four (4) rating scale of strongly Agree (SD) =1, Disagree (D) =2, Agree (A) =2 and Strongly Agree (SA) = 4.

Validity of the Instrument

The research instrument was given to the researcher’s supervisor for scrutiny, suggestions, correction and to two other lecturers from the department. Their suggestions and corrections were effected before the instrument was distributed.

Method of Data Collection

The data used in this study were collected using a self-structured Questionnaire which was administered personally to respondents. One hundred copies of questionnaire were distributed by the researcher to the respondents by hand with the help of their teachers and permission of the school. The completed questionnaires were collected on the spot to avoid lost.

Method of Data Analysis

Data analysis has to do with converting a series of recorded information (data) into descriptive statement and inferences about relationships. The responses from the questionnaire administered were analyzed using charts and descriptive statistic. Data collected was analysed using the mean (\bar{x}) and standard deviation (SD). The Mean was used to answer the research questions. Decision rule was based on mean value of 2.50 such that any calculated mean (\bar{x}) equal or greater than 2.50 was regarded as agreed while mean (\bar{x}) less than 2.50 was regards as disagreed.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter is concerned with the data presentation of the findings obtained through the study. The findings are presented in tubular form after being analysed using SPSS 20 to facilities reading and understanding.

Data Analysis

TABLE 1: Sex Distribution of Respondents

Sex	No. of Respondents	Percentage
Male	33	36.7%
Female	57	63.3%
Total	90	100%

Sources: Field Survey, 2023

Table 1 show that 33 (36.7%) of the total respondents were male, while the remaining 57 (63.3%) of the respondents were female.

TABLE 2: Status Distribution of Respondents

Status	No. of Respondents	Percentage
Teacher	20	22.2%
Student	70	77.8%
Total	90	100%

Sources: Field Survey, 2023

Table 2 show that 20 (22.2%) of the total respondents were teachers, while the remaining 70 (77.8) of the respondents were students

Answers to Research Questions

Data collected for the research questions was answered using mean and standard deviation. The results are shown in Table 3 - 6

Research Question 1: What are teachers’ perceptions of the problems faced in the teaching of history in secondary schools in Ovia North East LGA?

TABLE 3: Mean and Standard Deviation showing teachers’ perceptions of the problems faced in the teaching of history in secondary schools in Ovia North East LGA

S/N	Items	N	Mean	S.D	Decision
1	The availability of relevant and up-to-date history textbooks and resources	90	2.90	0.88	Agree
2	Engagement and interest in history lessons	90	2.97	0.87	Agreed
3	Technology and multimedia resources	90	3.23	0.68	Agreed
4	less important subjects compared to other	90	3.30	0.57	Agreed
Cluster			3.10	0.958	Agreed

Sources: Field Survey, 2023

In Table 3, which outlines teachers' perceptions regarding challenges in teaching history, several key insights emerge. A cumulative perspective is evident among the teachers, as indicated by the cluster mean of 3.10 with a standard deviation of 0.958,

affirming a consensus on the issues. Notably, teachers express agreement that relevant and up-to-date history textbooks and resources are available (mean: 2.90, SD: 0.88). They also perceive engagement and interest in history lessons (mean: 2.97, SD: 0.87), and advocate for the incorporation of technology and multimedia resources (mean: 3.23, SD: 0.68) to enhance teaching effectiveness. Additionally, a significant proportion of teachers concur that history is considered less important compared to other subjects (mean: 3.30, SD: 0.57). This collective viewpoint underscores the challenges faced in teaching history and highlights the need for strategies to enhance both student engagement and the perceived importance of the subject within the curriculum.

Research Question 2: What are teachers’ perceptions of the prospect in the teaching of history in secondary schools in Ovia North East LGA?

TABLE 4: Mean and Standard Deviation showing teachers' perceptions of the prospects in the teaching of history distribution of respondents

S/N	Items	N	Mean	S.D	Decision
1	Integrating technology and multimedia resources	90	3.46	0.52	Agreed
2	Extracurricular activities	90	3.21	0.55	Agreed
3	Promoting critical thinking and analytical skills	90	3.39	0.59	Agreed
4	Incorporating primary sources and historical documents	90	3.24	0.82	Agreed
Cluster			3.325	0.632	Agreed

Sources: Field Survey, 2023

Table 4 provides valuable insights into teachers' perspectives on the potential prospects in teaching history. The collective viewpoint of teachers is demonstrated by a cluster mean of 3.325, accompanied by a standard deviation of 0.632, indicating agreement on these prospects. Teachers express enthusiasm for integrating technology and multimedia resources (mean: 3.46, SD: 0.52) as a means to enhance history education. Additionally, they endorse extracurricular activities (mean: 3.21, SD: 0.55) and recognize their role in enriching students' historical understanding. Promoting critical thinking and analytical skills (mean: 3.39, SD: 0.59) is considered

essential by teachers to foster higher-order thinking among students. Furthermore, the incorporation of primary sources and historical documents (mean: 3.24, SD: 0.82) is embraced as a way to deepen historical comprehension. This collective stance among teachers emphasizes the potential benefits of these strategies in enhancing the teaching and learning of history.

TABLE 5: Mean and Standard Deviation showing the prospects of teaching of History

S/N	Items	N	Mean	S.D	Decision
1	The teaching of History in secondary schools helps students to develop a better understanding of the past and its relevance to the present?	90	3.46	0.67	Agreed
2	The teaching of History in secondary schools promote cultural awareness and appreciation among students?	90	3.38	0.57	Agreed
3	Learning about historical events and figures helps students to become more informed and responsible citizens?	90	3.10	0.77	Agreed
4	Do you think that teaching History in secondary schools fosters a sense of identity and belonging among students?	90	1.87	0.86	Disagreed
Cluster			2.9525	0.726	Agreed

Sources: Field Survey, 2023

Table 5 sheds light on the potential prospects of teaching history within secondary schools, revealing teachers' perspectives on these matters. The aggregated viewpoint

of educators is encapsulated by a cluster mean of 2.9525 and a standard deviation of 0.726, reflecting a general agreement among teachers on these prospects. Teachers concur that teaching history aids students in developing a deeper understanding of the past and its relevance to the present (mean: 3.46, SD: 0.67). They also recognize history's role in promoting cultural awareness and appreciation among students (mean: 3.38, SD: 0.57), emphasizing its potential impact on fostering a diverse and inclusive perspective. Furthermore, learning about historical events and figures is seen as a means to cultivate informed and responsible citizens (mean: 3.10, SD: 0.77), indicating the perceived educational value of history in shaping well-rounded individuals. However, there is a notable divergence of opinion regarding whether teaching history fosters a sense of identity and belonging among students (mean: 1.87, SD: 0.86), indicating varying viewpoints on this particular aspect. This data collectively highlights the overall agreement among teachers on the multifaceted prospects of teaching history, underscoring its potential to enrich students' understanding and engagement with the world around them.

Research Question 3: What are the most widely utilized instructional materials by classroom teachers in the teaching of History in Secondary schools in Ovia North East LGA?

TABLE 6: Mean and Standard Deviation showing Most Widely Utilized Instructional Materials by Classroom Teachers in the Teaching of History

S/N	Item	N	Mean	S.D	Decision
1	textbooks and reference materials	90	3.20	0.58	Agreed
2	visual aids, such as maps, charts, and graphs	90	1.51	0.74	Disagreed
3	audiovisual content, like documentaries or historical films	90	1.54	0.60	Disagreed
4	Technology-based resources, like educational websites or multimedia presentations	90	1.84	0.67	Disagreed
Cluster			2.0225	0.412	Disagreed

Sources: Field Survey, 2023

Table 6 provides insights into the prevalent utilization of instructional materials by classroom teachers during the teaching of history. The collective sentiment of educators is represented by a cluster mean of 2.0225 and a standard deviation of 0.412, indicating a general disagreement concerning the widespread use of these materials. Teachers express agreement with the use of textbooks and reference materials (mean: 3.20, SD: 0.58) as a fundamental resource in history instruction, potentially reflecting their established accessibility and effectiveness. However, there

is notable discord regarding the utilization of visual aids like maps, charts, and graphs (mean: 1.51, SD: 0.74), as well as audiovisual content such as documentaries or historical films (mean: 1.54, SD: 0.60), suggesting that these materials might be less commonly incorporated in history lessons. Similarly, there is a lack of alignment regarding the integration of technology-based resources like educational websites or multimedia presentations (mean: 1.84, SD: 0.67), indicating a potential gap in leveraging digital tools for enhanced history instruction. This data collectively highlights the varying extent to which instructional materials are utilized in the teaching of history and underscores the potential for further exploration and enhancement in this domain.

Discussion of Findings

The findings derived from Tables 3 to 6 offer valuable insights into students and teachers' perceptions and practices relating to the teaching and learning of history in secondary schools in Ovia North East Local Government Area of Edo State. These tables collectively shed light on various aspects, encompassing challenges, prospects, and instructional material utilization within the context of history education.

Starting with Table 3, which focuses on students and teachers' perceptions of problems in the teaching and learning of history, the data highlights noteworthy

trends. The majority of students and teachers express agreement that there is availability of relevant and up-to-date history textbooks and resources (mean: 2.90), suggesting a moderate level of confidence in accessible materials. Similarly, the engagement and interest in history lessons (mean: 2.97) are viewed positively by a significant proportion of respondents. However, there is consensus that limited use of technology and multimedia resources (mean: 3.23) affects student engagement, indicating the potential underutilization of technological tools in history instruction. Additionally, a substantial percentage agrees that history is considered less important compared to other subjects (mean: 3.30), reflecting a prevailing belief that history might not receive the same priority within the curriculum.

Moving to Table 4, which explores teachers' prospects in the teaching of history, the findings reveal that educators perceive positive opportunities. Teachers express agreement that integrating technology and multimedia resources (mean: 3.46), promoting critical thinking and analytical skills (mean: 3.39), and incorporating primary sources and historical documents (mean: 3.24) are valuable aspects. This suggests a collective recognition of the potential benefits of these strategies in enhancing history education and fostering students' critical thinking skills.

Table 5 delves into the prospects of teaching history from the perspective of teachers. The data suggests agreement among educators that teaching history helps students

develop a better understanding of the past and its relevance (mean: 3.46), promotes cultural awareness and appreciation (mean: 3.38), and contributes to informed and responsible citizenship (mean: 3.10). However, there is a noted disagreement regarding whether teaching history fosters a sense of identity and belonging (mean: 1.87), indicating differing viewpoints on this aspect.

Lastly, Table 6 reveals insights into the utilization of instructional materials by classroom teachers in the teaching of history. Teachers express agreement in using textbooks and reference materials (mean: 3.20), highlighting their foundational role. However, there is notable disagreement in the extensive use of visual aids (mean: 1.51), audiovisual content (mean: 1.54), and technology-based resources (mean: 1.84), pointing to potential areas for improvement and the incorporation of diverse teaching tools.

These findings collectively provide a comprehensive overview of students and teachers' perceptions, challenges, and practices related to the teaching and learning of history. They underscore the multifaceted nature of history as a subject, highlighting both positive prospects and areas that require attention and enhancement. These insights can serve as a foundation for curriculum development and teacher training efforts aimed at optimizing history education in secondary schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The investigation into the problems and prospects of teaching and learning of history in secondary schools within Ovia North East Local Government Area of Edo State yielded valuable insights through the analysis. In Table 3, students and teachers' perceptions about the challenges in teaching history were illuminated. Notably, students and teachers expressed agreement regarding the availability of relevant and up-to-date history textbooks and resources (mean: 2.90) as well as the engagement and interest in history lessons (mean: 2.97). However, they also acknowledged limited integration of technology and multimedia resources (mean: 3.23), and the perception that history is considered less important compared to other subjects (mean: 3.30). Table 4 delved into teachers' perceptions of prospects in teaching history, revealing their positive outlook on integrating technology (mean: 3.46), promoting critical thinking and analytical skills (mean: 3.39), and incorporating primary sources and historical documents (mean: 3.24). Table 5 captured the divergent views of teachers on the potential impact of history education, with agreement on its role in fostering better understanding of the past (mean: 3.46) and cultural awareness (mean: 3.38), but dissent on its capacity to cultivate a sense of identity and belonging among

students (mean: 1.87). Finally, Table 6 outlined the most widely utilized instructional materials, revealing a disparity between the use of textbooks and reference materials (mean: 3.20) and the underutilization of visual aids, audiovisual content, and technology-based resources.

CONCLUSION

The study underscores the multifaceted nature of teaching and learning of history in secondary schools in Ovia North East Local Government Area in Edo State. The findings reveal that while there are challenges related to the availability of resources and importance of the subject, there are also significant prospects for enhancing history education. The recognition of the potential benefits of technology integration, critical thinking promotion, and the incorporation of primary sources indicates the optimism among teachers for innovative pedagogical approaches.

RECOMMENDATIONS:

To address the identified challenges and leverage the prospects, several recommendations are recommended:

1. **Curriculum Enhancement:** Curriculum designers should review and prioritize history education to ensure a balanced and comprehensive approach that reflects its importance.

2. **Technology Integration Training:** Teachers should receive training on effectively integrating technology and multimedia resources to enhance engagement and understanding.
3. **Resource Development:** Educational institutions and policymakers should invest in developing up-to-date and interactive history resources that cater to modern learning needs.
4. **Promoting Identity:** While the disagreement on fostering identity exists, history educators should explore inclusive teaching strategies that enable students to connect with historical narratives on a personal level.
5. **Interdisciplinary Collaboration:** Collaboration among history educators, technology specialists, and curriculum designers can lead to the development of innovative and engaging history teaching methods.

Addressing these recommendations has the potential to foster a more engaging, relevant, and impactful history education in secondary schools, contributing to the holistic development of students as informed and culturally aware citizens.

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Appendix A

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

Dear Respondent(s),

REQUEST TO COMPLETE A QUESTIONNAIRE

I am an undergraduate student of the above mentioned institution and department conducting a research on the topic titled “**Problems and Prospects of Teaching History in Secondary Schools in Ovia North-East Local Government Area of Edo State**”.

Kindly complete this questionnaire to the best of your knowledge and without any prejudice, to enable the researcher carry out this research. Your response will be treated with strict confidence and used solely for the purpose of this study.

Thank you for your cooperation.

Yours sincerely,

Amadin Uyinmwen
Researcher

SECTION A

Demographic Variables of Respondents

Please, tick (√) in the appropriate box indicating choice of options below.

Gender: Male (), Female ()

Status: Teacher (), Student ()

SECTION B

Instruction: Please tick (✓) as appropriate in the spaces provided below:

Key: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

RQ1	What are teachers' perceptions of the problems faced in the teaching of history in secondary schools in Ovia North East Local government Area?	SA	A	DA	SD
1	The availability of relevant and up-to-date history textbooks and resources is sufficient in our secondary schools.				
2	Student engagement and interest in history lessons are generally high in our secondary schools.				
3	The limited use of technology and multimedia resources hampers the engagement and understanding of students in history classes.				
4	History is often perceived as less important compared to other subjects, affecting students' motivation to learn and teachers' morale.				
RQ 2	Teachers' Perceptions of the Prospects in the Teaching of History in Secondary Schools in Ovia North East Local Government Area				
5	Integrating technology and multimedia resources can significantly enhance history lessons and student learning outcomes.				
6	Extracurricular activities, such as history clubs or field trips, can promote historical understanding among students effectively.				
7	History education can play a significant role in promoting critical thinking, analytical skills, and informed citizenship among students.				
RQ3	What are the prospects of teaching of History in secondary school in Ovia North East Local government Area?				
9	The teaching of History in secondary schools helps students to develop a better understanding of the past and its relevance to the present?				

10	The teaching of History in secondary schools promote cultural awareness and appreciation among students?				
11	Learning about historical events and figures helps students to become more informed and responsible citizens?				
12	Do you think that teaching History in secondary schools fosters a sense of identity and belonging among students?				

SECTION C

Instruction: Please tick () as appropriate in the spaces provided below:

Key: Strongly Always (A), Often (A), Occasionally (O), and Rarely (R)

RQ4	The Most Widely Utilized Instructional Materials by Classroom Teachers in the Teaching of History in Secondary Schools in Ovia North East Local Government Area	A	O	OC	R
13	How frequently do you use textbooks and reference materials in your history classes?				
14	How frequently do you utilize visual aids, such as maps, charts, and graphs, to support your history lessons?				
15	How often do you incorporate audiovisual content, like documentaries or historical films, in your history instruction?				
16	How frequently do you integrate primary sources, such as documents or artifacts, into your history lessons?				
17	How frequently do you use technology-based resources, like educational websites or multimedia presentations, to enrich history instruction?				