

**PROBLEMS AND PROSPECTS OF TEACHING HISTORY IN
SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL
GOVERNMENT AREA OF EDO STATE**

BY

Stanley Ezekiel IMONIDE

EDU1503127

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

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CHAPTER ONE

INTRODUCTION

Background of the Study

History as an academic subjects is taught nearly in all the post primary institution, particularly in secondary Grammar schools and Grade 2 teacher training colleges in Nigeria, either as a compulsory or as an optioned subject. This is because the government curriculum specialist, parents, teachers and students have realized the short and long-term relevance of history to mankind.

In the teaching of history, performances cannot yield a good result until the objectives and content of history which serve as a guide to both teachers and students are clearly spelt out like all other subjects in the School Curriculum, history has its own aims or purposes. Ghate has aptly said. "An aim is the conscious purpose which we keep before our minds while doing a thing or after having done". In general, the aims of teaching history are the same as that of education-for example, the all-round development of children. Aims are usually general and long term goals which are desired to be realized through teaching history. Glover, (1957) dealing on the relevance of teaching history stated that: "History, as a part of general education, can be regarded in itself as a valid

academic discipline. It can be, of course, for those who pursue it as a university honors. School subject, but the vast majority of our children are outside this category; and there are probably many in the university who never reach the stage of profiting from it. His view is that every child is opportune to pursue history as an academic discipline up to the university level. Therefore, there is the need to make sure that a good foundation is laid at the school certificate level.

History gives us moral values and courage, endurance and sense of patriotism. It makes one realize the goodness, strength and weakness of his society as well as societies around him. The subject also lays firm foundation of tolerance, enjoyment of pleasure which makes us more matured and more balanced in judgment. History thus, broadens our sense of imagination, patriotism and belief in what happened.

In Nigeria today, efforts to give history its rightful place in the school curriculum have met with obstacles. Researchers revealed a high rate of failure in history in school certificate and other examinations. Many attributed the poor performance to: the method employed by teachers in the teaching of history as a subject.

To address the problems and prospects of teaching history in secondary schools, the West Africa Examination Council, commissioned the institution of

Education and department of History in the University of Ibadan to mount a workshop on the teaching of African history. The workshop was held at Ibadan in March 1965, it was attended by educators, nominated by eight ministries of Education of the common Wealth of West African Countries. Professor Ade Ajayi was one of the scholars present at the conference. Two books however emerged after the conference they are: A Thousand Years of History and African History in the 19th and 20th centuries, they were published by the University of Ibadan press. Hence the concern for the conference was the content of African History and methodology for teaching.

Following this, another conference was held ten years later in 1975 and it was titled Teaching History in Higher Schools. The outcome was the emphasis was the content of African History, with special emphasis on senior secondary schools curriculum issues in contemporary education (2005).

The idea of African History is taught in school and Universities in Nigeria, crept into education and gained recognition with the creation of West Africa Examination Council and its acceptance in 1964 to include West Africa History as one of its papers. It is with this the subject was incorporated into the curriculum with various aims and objectives.

However the problems of teaching History has over the years been a great concern to many historical scholars and researchers, one is tempted to ask if it is problem on the part of the students , teachers, society or the Government. Hence this study aims at investigating public senior secondary school teachers and students in the teaching of history in Nigeria, in Ovia North East Local Government Area of Edo state.

Statement of the Problem

The place of history in the school curriculum still remains a controversial issue. Most have accused the discipline if "biting too much than it can chew". Basically, history has actually provided a gateway it short cut to acquisition of broad but comprehensive knowledge.

The subject complement all features or elements, in so as they vary in time and place. Today, effort to actually establish the place of history in the school curriculum have met with obstacles. Researchers have revealed a high rate of failure in history at school certificate and other examination. This phenomenon is not pleasing when history is compared with other subjects. But for its multi-disciplinary nature, the subject lends itself to a variety of methods of teaching it.

Many people have attributed the causes of poor performance in history to be the problems confronting the teaching of the subject. Some of the problems found

out by researchers include: Lack of human and material resources, Lack of interest on the part of the students, Fear of future job prospect of the subject, the vastness of the syllabus.

More so, it is assumed by many that history is a difficult subject characterized by dullness and boredom, full of abstraction and verbal concept with many dates, names, places and people.

On the other hand, some teachers are not fully equipped with the necessary information in the subject to disseminate to their students. This problem stems from the fact that the subject is not properly presented to by some incompetent teachers. Thus the researcher is worried that if the situation is not properly checked, it might lead to the dearth of future custodians of culture, tradition, and value system of Nigeria which could be a threat to the cultural diversity, peace, growth and development of the country. This study specially attempts to examine the problems and prospect of teaching history in senior secondary schools.

Research Question

The following research questions were raised to guide the study.

1. Does the lack of adequate instructional material influence students' attitude in the study of history?
2. Does language problems affect the teaching of history?

3. Does the societal perception of the study of history lead to the negative attitude of students towards it?
4. What are the effect of unqualified teachers in the teaching of history in senior secondary schools in Ovia North East Local Government Area?
5. Does the lack of interest of the teacher affect the teaching of history?

Purpose of the Study

- Find out if the lack of adequate instructional material affect the teaching of history.
- Find out if the fear of future job prospect influence the teaching of history.
- If societal perception affect the teaching of history.
- Find out if the study of history is affected by incompetent teachers in the field.
- Determine if the teacher's interest affect the teaching of history

Significance of the study

It is hoped that principal, teachers, students, government and society in general will benefit from this study as it will help them understand the relevance of history in the society. It will also help to see their faults in teaching History as well as enabling them in better position promote and appreciate the relevance of history so as to sufficiently fulfill its functions and prospect in secondary School.

This study will highlight major problems faced by teachers and learners of history and suggest some possible solutions and its use to prospect historians. If

this is achieved, the high rate of failure at school certificate and other examinations would be curbed.

Limitations of the study

Time and financial constraints made it difficult for the researcher to capture a wide range of school participants.

Scope and Delimitation of the study

The study will examine the problems and prospect in teaching history in Nigerian schools. The scope covers all public senior secondary schools in Ovia north east local government area of Edo State.

It aimed at finding out the problems and prospect of teaching history in these schools.

It is delimited to public senior secondary schools in Ovia north east local government.

Definition of Terms

The following terms will be encountered during the course of the study and they shall be operationally defined

1. **Problems:** A puzzling circumstance, a difficult thing that has to be resolved or dealt with.

2. **Prospect:** hope, the potential things that may come to pass, often favorable.
3. **Teaching:** the process of passing on knowledge especially as ones profession.
4. **History:** The branch of knowledge that studies the past, the assessment of notable events.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter seeks to review related literature pertaining to the topic of this research under the following sub heads.

- Conceptualizing History
- The concept of Teaching and learning of History
- Problems of the Effective teaching and Learning of History
- Prospects of History as Subject
- Summary of Reviewed Literature

Conceptualizing of History

Man and time have not been static. Often, there have been changes in man's activities as a result of the challenges posed by his environment and his fellow man. These challenges are either between man and his environment or between man and man. The challenges are also enormous. Dunant, (2005). Although, the activities might have happened in the past, they usually left behind relics, traces and marks that become subject of collection and interpretation. History has been developed as a discipline, the concept of history is very broad as it encompasses; the meaning,

scope, content, nature and importance of history etc. Osagie, (2004). An overview of history as a subject is Paramount in understanding the methods of teaching and learning it. A good grasp of the basic elements of teaching history will give one better footing in teaching it. Hence, there is the need to have an overview of the meaning and scope of history, content, nature and importance of history.

Various authorities have given different definitions of history. It is defined as "the sum total of human activities of the past", it is also defined as "an interpretation of human activities". According to Collins Essential English Dictionary, (2006), history is 'a record or account of past events and developments'. Similarly, Crabtree (1993) quoting his graduate advisor said that 'history is the story about the past that is significant and true'. Two words of importance in the last definition of history are 'significant' and 'true'. By significance, history is to tell a story about the past which captures the essence of an event while omitting superfluous details. The historian analyzes evidence and presents only that which is significant as perceived by his world of view. At the same time, the historian in narrating his story is influenced by the community of historians who must have approved his narration. Therefore historians tend to tell stories which reflect the values of the society in which they live. The other aspect of the above definition is 'truth' in any historical narration. Truth depicts any evidence that is supported by facts. Wikipedia organization (2009) defined history as the study of the past,

focused on human activities leading up to the present day. One key factor in these different definitions is that history deals with man's past activities which includes his political, economic and social activities that have subsequent impact on the present.

A working definition of History can therefore be given as a study of man and his environment in relation to the past activities. Igbafe, (2003).

Scope of History

The scope of history has naturally led scholars to divide the past into manageable piece of study. There are variety of ways in which the past can be divided, including chronologically, culturally, and topically. These three divisions are mutually exclusive, and significant overlap is often present, as in 'the Aba Women Riot of 1929'. It is possible for historians to concern themselves with specific and very general locations, times and topics although the trend has been toward specification.

Traditionally, the study of history was limited to the written and spoken word. However, the rise of academic professionalism and the creation of new scientific fields in the 19th and 20th centuries brought a flood of new information that challenged this notion. Archeology and other social sciences now provide new information including theories about the past activities of man. Hence, history is

often classified under either the humanities or the social sciences and can be seen to be a bridge between them, incorporating methodologies from both fields of study. Arlhum Arwick and Dunant, (2005).

Some traditional historians questioned whether these new studies were really history, since they were not limited to the written words. A new term, prehistory, was coined, to encompass the results of these new fields where they yielded information about times before the existence of written records.

In general, the sources of historical knowledge could be primary, secondary or tertiary and has been divided into three categories: Written, Oral and what is physically preserved (archeology). Osagie, (2004), historians often consult these three categories. Primary sources are also referred to as original sources and are created at the time under study. These sources include: documents, recordings/eye-witness accounts, diaries, etc. secondary sources while tertiary sources are writings and interpretations resulting from primary sources while tertiary sources such as catalogs, bibliographies and directories. Osagie, (2004).

The Content of History

Like any other course in the curriculum of a programme, history has its content areas. These areas include historiography, world history for a defined period of time, regional and local history of a selected group of people (e.g.

African and /or Nigerian history or even the history of any of the ethnic groups in Nigeria) as well as history methodology.

For this course, the two content are historiography and history methods. The former deals with the meaning, nature, scope, content and sources of history; dating in history and perception in historical writings while the latter, on the other hand, deals with methods and strategies of teaching/ learning history, instructional materials / resources for teaching history including evaluation in history. The two basic issues involved in historiography are the study of the:

Development of history as an academic discipline overtime among various groups of people.

Academic tools, methods and strategies in the teaching and learning of history.

The Nature of History

The nature of history has to do with the entire process of historical studies. This includes a clear definition of history, its laudable objectives, it's presented facts and evidence and its sources to prove its authenticity. History, by its very nature, tells us more than just the past; it argues for an ideology or a world view. Bartin and Levstick, (2004). History involves explanation and the Study of the inter-connection between events. Some other social sciences or humanities subject are differentiated from history by the way it is studied and written. The study and

writing of history involve evidences from available data which can be gathered orally, written or archeologically. Osagie (2004).

The Importance of Teaching and Learning History

The importance of teaching and learning of history cannot be overemphasized. History as a discipline offers the avenue for understanding the very nature of the society, its values and problems. Arlhum(2001). This is as a result of the fact that societies are not static, but dynamic. History offers students the skills of critical thinking, reasoning and analysis of issues and development in all ramifications. It is only through historical reflections that one develops a particular view of the world and it allows one to appreciate his/her own views and the views of others that may seem different.

The study of history does not only broaden students' knowledge and appreciation of the world, but offers the basis of constructive interaction and objectivity in analyzing issues. Knowing your history alongside developing your character brings your personality into alignment with yourself.

Problems of the Effective Teaching and Learning of History as a Subject

Teaching in their findings and conclusion, a number of problems were identified, the review is focused on the aspect such as societal attitude towards the teaching and learning of history, instructional materials, teachers lack of interest,

unqualified teachers, societal perception in the study of History, choice of method, lack of government participation in the study of History.

Instructional Materials

The deteriorating state of our educational system is quite worrisome. The problem teachers and students encounter in our educational system include inadequate teaching and learning materials. Instructional materials are those materials used by a teacher to simplify his/her teaching. They could be concrete or non-concrete. The teacher uses these materials to promote teaching and learning activities in history. These instructional materials bring life to learning on the part of student by stimulating them to learn. However, they are not ends in themselves but they are means to an end. Good teaching materials can never replace the teacher but the teacher uses them to achieve his teaching and learning objectives, as teaching without instructional materials makes it boring. Kazeem (2005).

Instructional materials are bought into play along the line to enhance educational achievement whenever they are properly used. Nevertheless, it has been realized that there is a need for a coordinated source of information for pre-service teachers on the preparation and utilization of instructional materials. This will help to reduce most of the problems in the teaching and learning process. In spite of this, the problem associated with this instructional materials is the

procurement of the instructional materials. Other problems that hinder the effective use of instructional materials in schools include lack of electricity supply to operate some visual aids, lack of qualified educational technologists to operate them. However, curriculum planners should emphasize the use of instructional materials by teachers for a break-through in educational attainments. What ponders the mind of researchers and most educationalists is whether introduction of teaching aids during a lesson can achieve results no matter the level of qualification and experience of the teacher. In the teaching of history, just like in other areas of instructions, instructional materials are indispensable, as seeing, is said to control a greater part of all sensory information. to buttress the usefulness of instructional materials in creating historical awareness when used in teaching of history in senior secondary schools.

This is so because it is believed that some learn better when they hear and see, while others, the sense of hearing, touch, smell, dominate them in acquiring knowledge. This may also confirm the saying that “what we hear we forget, what we see we tend to remember, and what we see and hear we remember more”.

Therefore for proper discussion and understanding the concept of history instructional materials are more often used to drive home the message especially with a non-literate audience. Hence, the use of instructional materials play an

important role because they work more effectively and used to supplement the text books.

It is widely said and believed that, the best way of helping learners is to bring them face to face with instructional materials. Since the use of instructional materials in teaching in a formal or informal situation has positive results in the sense that it enhance effective understanding in the learners, it will therefore enable government to produce more instructional materials to all the schools, to enhance productivity in education.

Moreso, it is seen and believed that the use of instructional materials will immensely help in creating picture interaction in the mind of those that are slow to learn in the school learners.

For proper discussion and understanding of abstract concepts and themes, materials must be used to drive home the learning, and in concrete terms.

Types of Instructional Materials in History

Instructional materials can be conveniently divided into two namely: visual aids and audiovisual aids.

Visual materials are those materials that the Learners can only see. They are less expensive. They include materials such as pictures, maps, charts, textbooks, magazines, periodicals, newspapers, models, board displays and costumes.

Audio- visual materials are those materials that Learners can see and at the same time hear them and talk and do body movement. They are very expensive and include materials such as tape recorders and players, film, trips, projectors (film projector and over-head projector) slide, video tape recorder, television set etc.

Guiding Principles on the selection and use of Instructional Materials

There are certain vital principles that guide a teacher in the selection and use of Instructional materials. Following the under listed guiding Principles will avert one being a slave to his own servant.

Suitability and appropriateness: History teachers must consider the suitability and appropriateness of the teaching materials before using them. You should think of the age and ability of students to benefit from the Instructional materials.

Clarity of the Instructional materials: The Instructional materials must be clear and specific to the lesson taught. They should not contain too many pieces of information which may confuse the Learners. Rather, they should be simple and clear.

Attractiveness: The Instructional materials should be attractive enough to Capture the interest of the Learners which will in turn stimulate the students to learn.

Availability and Affordability: The teacher must consider the availability of materials and how affordable such materials can be. There is no point indicating an instructional material which is neither available nor affordable.

Relevance: The most relevant instructional materials which are capable of stimulating the interest of the Learners should be used.

Time of the lesson: The period allotted to the lesson determines the type and Nature of Instructional materials to be used by history teachers.

Improvisation of Instructional Materials, though highly important in any teaching activity, cannot be adequately sourced for by the school whether federal, state, local government councils or even private ventures. Hence, there is the need to improvise these materials by teachers. What then is improvisation? Improvisation of Instructional Materials means creation of substitutes. In other words, improvisation means an invention or an art of producing a similar or near similar teaching materials to facilitate the process of teaching and learning (kazeem, 2005). The challenge of improvising some of the needed teaching materials has become more relevant now in Nigeria, bearing in mind that Nigeria is going

through a terrible economic and financial crisis. Teachers are known to be resourceful. They should, therefore, use local materials to make some of the Instructional materials. Teachers cannot run away from this challenge and the earlier they woke up the better for our country.

Teachers Lack of Interest:

There are many teachers who lack interest in the teaching profession and such teachers who may be referred to as birds of passage in the profession, pay more attention to or devote more time to other things which will give them quicker gains than the profession. Such teacher take the profession as a hobby and therefore are not committed to it. Just like the adage which says that ' a lamb takes after its mother', such teachers who lack interest in teaching history can only succeed in killing the interest of prospective students in the subject. Moreso, lack of resourcesfulness on the part of some history teacher; there are many history teachers who though possess the relevant paper qualifications but are ineffective in teaching the subject. They prefer to teach other subjects either because they lack the initiative in teaching the subject or because of the vastness of the course content of the subject they find it alot demanding to teach. Some of these teachers lack resourcesfulness as the do not make use of necessary aids such as Maps, Charts, Models, pictures, photographs, Radio, Television, Tape Recorders etc. Because these aids are not used the subject becomes dull and the students see it as an

abstract subject and develop bad taste for learning it. Some history lessons cannot be effectively taught without the use of necessary teaching aids.

It is only a history teacher who has kept his interest in his subject alive that can stimulate the interest of his students for children like and pay attention to what interest them, whereas they discard and soon forget what does not interest them.(crookall,1976).

Moreso, performance in secondary schools is hugely determined by students' capacity and motivation to learn, quality teachers, core textbooks, libraries, instructional time and school physical facilities (Woolman, 2001). Students interest is of vital importance in the sense that lack of interest in a particular in subject lead definitely to poor performance in such a Subject.

According to Buston, certain topics may offer more of challenge in terms of generating interest than others, but it is easy to make what ought to be interesting dull if one's approach and method is dull. The issue of students interest is very crucial, the history teacher should ensure that what is taught is related to the children's capacity at different levels and that what is being taught is determined by the nature of the subject matter. It is then the teacher would be able to arouse the subject interest in the lesson.

From general observation, some of the students in secondary are service oriented, with the results that amount from the encouragement can make them opt for history.

Attitudes are learnt predisposition to respond positively or negatively to certain objects, situations or persons. Attitudes are said to be positive when they are favorably directed towards a target. When they unfavorably directed towards a target, they are said to be negative. The attitude of teachers and learners towards a subject affect the teaching and learning process.

Language Problems

Sometimes teachers find it difficult to impart their knowledge effectively to their students of which as a teacher you must always clearly. Some teachers fall in this, sometimes, it is because they use Language and ideas that are beyond the reach of the children, one should always think carefully of what he is going to say and get into the habit of speaking with the children's vocabulary range. A good deal of one's speech as a teacher is made up of giving instructions to the students about what one wants them to do.

Language problem is very detrimental to the pupils progress because as a teacher if one does not express himself in simple and clear language to his pupils

they will gain nothing from the teacher as he is either above their vocabulary or he does not know in any way their ability of expression.

Unqualified Teacher in Teaching History

The role of unqualified teachers today in teaching history cannot be overemphasized, the in-depth meaning and purpose of teaching history is not met as the teacher himself is not equipped with the knowledge and concept of history, thus, students are not inculcated with the right basic knowledge of history. The main impact of education in the society is the provision of knowledge that will integrate individuals and make them to be more meaningful individuals in the society who are capable of solving their problems. Qualified teachers have been seen as an effective instrument towards achieving this effective teaching. It is pertinent to mention here that ineffective and poor teaching in schools in Ovia North East area of Edo state and Nigeria as a whole has continued to cause some havoc by shattering the hope and aspiration of some students, especially the ambitious ones. According to the National Policy on Education (2004), it demands that, the minimum acceptable qualification for teaching should be the National Certificate of Education (NCE). Up from the previous minimum of teachers

certificate (Grade II), University graduates in disciplines other than education intending to make career out of teaching are required to obtain a Post-graduate Diploma in Education (PGDE).

Failure to expose learners to hands- on experiences has resulted in their low academic performance especially in the subjects like history. A study by Adeogun (2001) found that the quality of any education system depends on the quality of teachers. This review of related literature indicates that the most important school based determining factor of students' achievement is the teacher quality (Harris and Sass, 2008). Therefore, there is need to assess the characteristics of the secondary school teachers in terms of qualification, experience and teaching methodology in order to ensure quality of education given to the pupils. The teachers should be in-serviced where gaps are identified to enable them to cope with the requirements of the dynamic school curriculum.

Ebietomiye (2009) noted that the success of any human endeavour especially in the field of teaching is closely related to the quality of personnel who perform the tasks in the organization. Hence, the need to recruit and utilize professionally qualified teachers in enhancing good performance in secondary School education is essential. Effective teaching is enhanced by well-trained and qualified teachers. The word "teacher" crudely connotes undifferentiated meaning to the extent that any individual that transmits ideas of whatever nature that cause a change or

influence the behavioural pattern of the recipient is called a “teacher”. In a strict professional sense, Orstein (2005) sees a teacher as someone that must be professionally trained in a teachers’ training institution or faculty of education in the university, at the end of which he/she is certified to teach and is actually engaged in teaching. Ebietomiye (2009) corroborate this fact on who a professional teacher is. The implication is that, for a qualitative learning and improved academic performance to be ascertained, a qualitative teacher is imperative.

Orstein (2005) noted that to be a teacher, one must be vested with the objective and skill of teaching acquired through teachers’ institutions and through years of on-the-job experience. It is therefore imperative that for any success to be recorded in the academic performance of secondary school pupils, the issue of teachers’ professionalism and qualification must not be handled with levity hand.

Lack of Government participation in the study of History: The progress, welfare and prosperity of a nation depends on it's properly planned and sustainable quality of education. This can be achieved with peace and stability in a country where critical and informative subjects like history plays a vital role. However it is an irony in Nigeria and History has been muted and relegated to the background especially at the secondary school level. There are many schools in the country without history teachers while there are so many history graduate roaming the

street in search for jobs. There is emphasis on the science but the nation cannot do without the arts subject like history.

Another problem confronting the teaching of history is the choice of method. If history lessons are dull and not interesting, it is most likely that the method of teaching it, is responsible. One method that is not suitable for teaching students in secondary school is the lecture method. This method makes the student inactive and passive. The teacher using this method can only sustain the students' interest for a very short time. Soon the students become a tired and many of them fall asleep. Any method of teaching history that does not call for the active participation or contribution from the students reduces history to lifeless information.

As contained in the federal government policy paper, that is the National Policy on Education, the broad aim of secondary education should be the preparation for useful living within the society and preparation for higher education. If these are the broad aims of secondary education, the teaching of history in secondary schools should reflect the above general aims in order to play its part fully in attaining the 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 project assignment, group discussions and the Socratic method of teaching.

According to Farrent, the early idea of teaching was that a group of children was gathered under a teacher who commenced to "instruct and drill" them in knowledge that was considered of importance in life such as the 3 Rs. The error of his view lies in assumption of adult that learning is passive in which the teacher does the filling and the students is filled. The ideal teacher knows all about his pupils, how they grow, the dangers surrounding them, their needs and capabilities as individuals at each stage of their development. The teacher is therefore to know that they are learning indirectly from their whole environment and directly from his teachings and he should seek to make use of both means so as to be an effective teacher with adequate teaching methods.

Olachens, postulated that sometimes, a whole lesson or series of lessons maybe conducted almost entirely as activity lesson. But in others the activity is used to support the teachings. An extension of the use of activities as technique for teaching has given to certain methods much talked about in educational circles. Such methods are project method centres of interest and assignment system.

Societal Perception of the Study of History

The Advent of science and technology no doubt has tremendous and significant effect in the society in so much as it significantly effected a change in the attitude towards the Study of History. Significantly, the phenomenon of the

ever increasing tempo of scientific and technological development is presently reflected on the society's negative attitude the study of history in secondary school. A school of thought would want to argue that Nigeria's socio-political and economic development would have been, not only faster, but also laid on a more solid foundation if she had been bequeated something different from literal art heritage.

The society today tends to place high priority on sciences and technology. Secondary school students are therefore looking for 'marketable' subjects that can open doors for them in the current job market locally as well as abroad once they leave school. Amukowa (2013) state that there was objection to the emphasis on technical training by those students who preferred to pursue white collar or clerical jobs. This element of marketability of subjects in relation to the job market may relegate History and Government to the rank of lower importance subject.

According to udoh(1987), liberal art education in our educational development is presenting a strong resistance to change. This is because it offers easy option to students going to the colleges for subjects like History(religion and sociology). The liberal tradition, whatever it merits, is the surest way to encourage unemployment and social disaster.

Besides the aforementioned stimulus and encouragement to enhance the study of sciences there are other fiscal packages embarked by the government for students studying sciences in tertiary institution. The plethora of incentives included the award of busary and scholarships at both state and federal level to science students. Also, different philanthropist and philolantropist organisation award scholarships to science students.

International organisation such as UNDP also give sponsorship to working graduate who wish to students who wish to pursue a course of study in the field of science such as statistics and computer studies. This situation makes it imperative for students to make conscious effort to study science.

Prospects of Teaching History

Kiio (1999) asserts that history is not a popular subject amongst learners today because it does not give learners job security. In this modern disposition, the prospects for history students are comparatively much wider, cutting across areas in the public and private sectors. Research shows that career opportunities that comes from teaching and learning of history covers careers such as journalism, history medicine, diplomatic relations, lecture, administration, teaching, historical exploration and archaeology, among others. It should be noted that history is not restricted to a particular profession or career; it is opened to many professions because the expertise gained will prepare the students for several occupations

especially if they further in history in higher institutions of learning, and the knowledge gained will help students to develop the ability to understand and analyze issues and events critically.

Although there has been a deliberate policy by the federal government since the 1980s to promote science and technology, this move has contributed significantly to the neglect of history at all levels of education. Current developments shows that society has gradually begun to see the need for history and it is regaining its former status and the prospects are brighter.

For another fact, the study of history provides a foundation of insightful knowledge, and prepare history graduates for just more than being a museum curator or history teacher.

The history students also gains a remarkable level of political knowledge because most of the topics in history deals with the structure of government of the past and structure of various kingdoms that have existed and how they engaged in diplomacy.

Margaret Holbrough (2006) an adviser at graduate prospect says "a significant number of history graduates enter the legal profession, where their analytical and critical reasoning skills are highly valued as well as library information and archivist careers where their research expertise and ability to select, manage and

organise information comes to the fore". She says politics, publishing, journalism; media and writing in all its forms are similarly suitable alongside business and the charity and voluntary sectors if only students would further in history in tertiary institutions.

Summary of Reviewed Literature

In one of the early literatures in history, Ausubel (2010), stated that sequencing of subject matter or concept from general concept to the specific such that meaningful relationship can be deciphered from it, is guided discovery learning. Several factors influence the teacher's choice of teaching method for classroom instruction.

However, Onwegbu and Kpangba (2005) opined that some of these factors are cost, preparation time, knowledge of the method, nature of the subject matter, curriculum prescription and research recommendations on sequencing of the learning experience.

History is better learnt, understood and mastered by actually working exercises. Exercise given should be adequately evaluated, marked and appropriate feedback given to the students. A comprehensive test made up of objectives and problems is recommended at the end of each Unit. With the available information reached in this study the "Problems Militating Against the Effective Teaching and

Learning of History in Senior Secondary Schools in Ovia North East L.G.A of Edo State”.

The findings revealed that, History is one of the core-science subjects offered to all Nigerian senior secondary schools science students as stipulated by the National Policy on Education (NPE). The teaching of the subject in the schools across the country is followed by the curriculum delivered on teaching the subject. The findings also revealed that there are many problems affecting the teaching of the subject, among the problems includes; acute shortage of professionally trained teachers, teachers incompetence in teaching the subject, lack of adequate teaching facilities, poor background of students in science and learning of history in particular.

Also on the academic performance of the students the findings shows that there is recorded mass failure in the terminal and external examinations as a result of the problems militating the teaching and learning the subject in the schools. The teachers and students attitudes on teaching and learning the subject, based on the findings it revealed that there is lack of motivation by the teachers to their students in learning the subject.

CHAPTER THREE

METHODOLOGY

This chapter deals with the method used in this study, and they are discussed under the following subheadings;

- Research Design
- 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

Design of the Study

The descriptive research survey design will be used in building up this study. The choice of this research design is considered appropriate because of its advantage of ensuring accurate assessment of the sample considered representative of the study.

Population of the Study

Population of the study is a target population which comprises of the History Teachers of Secondary School in Ovia North East Area of Edo State.

According to statistics provided by the Post Primary Education Board, Benin city, it comprises 29 (twenty nine) senior secondary Schools and 17 (seventeen) History Teachers.

Sample and Sampling Technique

The sample of the study is the target population which is made up of the 17 (seventeen) teachers drawn from the 29(Twenty nine) schools in Ovia North East Local Government area of Edo State.

Research Instrument

The research instrument to be used for the study is a questionnaire. The research instrument for the study was tagged: The Problems and Prospects in Teaching History in Secondary Schools of Ovia North East. The instrument consisted two parts (part A and B). Part A contained data for personal information of the respondent, Part B on the other hand, consists of 17 structured items based on the research questions to elicit responses from Teachers. All the items were raised in a four likert response scale as follow, strongly Agree (4) Agree (3) Disagree (2) Strongly disagree (1).

Validity of the Instrument

The instrument was presented to the researcher's supervisor and two other experts for validation in order to ascertain it's face and content validity. It was validated by the project supervisor and two experts in Educational Foundation, University of Benin, Benin city. After scrutinizing the instrument, there were corrections which were effected in the final draft of the instrument.

Reliability of the Instrument

To ensure reliability of the instrument, the instrument was subjected to spearman brown' split half reliability formulae and the results obtained was 0.72 which is highly reliable.

Method of Data Administration

The questionnaire was administered to the respondents by the researcher. Copies of the questionnaire were administered to the selected number of Teachers in the selected schools, the questionnaire was administered and collected on the spot within a few minutes.

Method of Data Analysis

The data collected was analysed using the mean descriptive statistics, in order to determine the level of agreement or disagreement of the respondents in each statement, values were assigned to the scale used.

CHAPTER FOUR

PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

This chapter presents the analysis of the data collected. The purpose of this research was to find the Problems and Prospects of Teaching History in Ovia North East Local Government Area of Edo State.

The questionnaire was distributed to Hundred (100) teachers as respondents. Of which all of the questionnaires were retrieved.

PRESENTATION OF DATA

SECTION A: Demographic Data

Distribution of Respondents based on Sex

SEX	FREQUENCY	PERCENTAGE
Male	30	30%
Female	70	70%
TOTAL	100	100

From the distribution, it can be seen that 30% of the sampled respondents are Male teachers while 70% are female. This implies that majority of the sampled respondents are male.

Distribution of the respondents based on Educational Qualification

Educational Qualification	Frequency	Percentage
NCE	15	15%
PGDE	25	25%
B.ED	50	50%
M.ED	10	10%

OTHERS	NIL	NIL
TOTAL	100	100

From the above table, it can be said that majority of the teachers in the distribution have Bachelors in Education. While the remaining percentages was distributed to the rest of the sampled population.

Distribution of the Respondents based on Years in Service

Years in Service	Frequency	Percentage
Below 10years	30	30%
10years and above	70	70%
TOTAL	100	100

From the above analysis, it can be seen that 30% of the respondents are below 10 years in service, while 70% of the respondents are above 10 years in service. This clearly indicates that majority of the respondents have experiences of over 10 years.

SECTION B:

Research Question 1: Does lack of adequate instructional materials influence attitude in the study of history?

S/NO	ITEMS	YES	NO	TOTAL RESP.	TOTAL %	REMARKS
5.	There are no instructional materials in history	69 (69%)	31 (31%)	100	100	Accepted
6.	Absence of field and excursions make history too theoretical.	30 (30%)	70 (70%)	100	100	Not Accepted
7.	Absence of teaching aids affect the interest of students towards history	16 (61%)	10 (39%)	100	100	Accepted
8.	Does the use of instructional materials simplify the teaching of history	90 (90%)	10 (10%)	100	100	Accepted

From the table above, to answer Research Question One, it is seen that in item 1; 69% of the sampled respondents agreed while 31% disagreed that there are no

instructional materials in history. In item 2, 30% of the sample respondents agreed while 70% disagreed that absence of field and excursions make history too theoretical. In item 3, it is seen that 61% of the respondents agreed while 39% disagreed that absence of teaching aids affect the interest of students towards history. In Item 4, it is seen that 90% of the respondents agreed while 10% disagreed that the use of instructional materials simplify the teaching of history.

Research Question 2: Does language problem affect the teaching of history?

S/NO	ITEMS	YES	NO	TOTAL RESP.	TOTAL %	REMARKS
9.	Does the use of advance vocabulary of teachers affect learning capacity of students	31 (31%)	69 (69%)	100	100	Not Accepted

From the table above, to answer Research Question 2, it is seen that in item 5; 31% of the sampled respondents agreed while 69% disagreed that the use of advance vocabulary of teachers affect learning capacity of students.

Research Question 3: Does the societal perception of the study of history lead to the negative attitude of students towards it?

S/NO	ITEMS	YES	NO	TOTAL RESP.	TOTAL %	REMARKS
10.	Does societal view affect commitment to history	31 (31%)	69 (69%)	100	100	Not Accepted
11.	Does the future prospects of history depend on societal value and recognition	30 (30%)	70 (70%)	100	100	Not Accepted
12.	Does society encourage teaching of history	61 (61%)	39 (39%)	100	100	Accepted
13.	Does the society provide good career prospects for history	61 (61%)	39 (39%)	100	100	Accepted

From the table above, to answer Research Question 6, it is seen that in item 9; 31% of the sampled respondents agreed while 69% disagreed that societal view affect commitment to history. In item 7, 30% of the sample respondents agreed while 70% disagreed that the future prospects of history depend on societal value and recognition. In item 8, it is seen that 61% of the respondents agreed while 39% disagreed that society encourage teaching of history. In item 9, 61% of the sample respondents agreed while 39% disagreed that the society provide good career prospects for history.

Research Question 4: What are the effects of unqualified teachers in the teaching of history in senior secondary schools?

S/NO	ITEMS	YES	NO	TOTAL RESP.	TOTAL %	REMARKS
14.	Does lack of unqualified teachers lead to poor learning of history	31 (31%)	69 (69%)	100	100	Not Accepted
15.	Does the effect of unqualified teachers lead to low	85 (85%)	15 (15%)	100	100	Accepted

	performance of students in history					
16.	Do secondary schools lack qualified history teachers	61 (61%)	39 (39%)	100	100	Accepted
17.	Is the poor teaching of history a result of unqualified teacher	61 (61%)	39 (39%)	100	100	Accepted

From the table above, to answer Research Question 4, it is seen that in item 10; 31% of the sampled respondents agreed while 69% disagreed that lack of unqualified teachers lead to poor learning of history. In item 11, 85% of the sample respondents agreed while 15% disagreed that the effect of unqualified teachers lead to low performance of students in history. In item 12, it is seen that 61% of the respondents agreed while 39% disagreed that secondary schools lack qualified history teachers. In item 13, 61% of the sample respondents agreed while 39% disagreed that the poor teaching of history is a result of unqualified teacher.

Research Question 5: Does lack of interest of the teacher affect the teaching of history?

S/NO	ITEMS	YES	NO	TOTAL RESP.	TOTAL %	REMARKS
18.	Does indifference of teachers affect the teaching of history	0 (0%)	100 (100%)	100	100	Not Accepted
19.	Does nonchalant attitude of students affect teachers interest in history	15 (15%)	85 (85%)	100	100	Accepted
20.	Does the vastness of the subject affect teachers interest in the teaching of history	61 (61%)	39 (39%)	100	100	Accepted
21.	Does the societal recognition of history affect teachers interest in the teaching of history	61 (61%)	39 (39%)	100	100	Accepted

From the table above, to answer Research Question 5, it is seen that in item 14; 0% of the sampled respondents agreed while 100% disagreed that indifference of teachers affect the teaching of history. In item 15, 15% of the sample respondents agreed while 85% disagreed that nonchalant attitude of students affect teacher's interest in history. In item 16, it is seen that 61% of the respondents agreed while 39% disagreed that the vastness of the subject affect teacher's interest in the teaching of history. In item 17, 61% of the sample respondents agreed while 39% disagreed that the societal recognition of history affect teacher's interest in the teaching of history.

Discussion of Findings:

From the data collated and analyzed, the following are the findings:

In research question one, it can be said that lack of adequate instructional materials influence attitude in the study of history. Instructional materials has seem to be a major setback and a barrier to the teaching of history as there are no adequate instructional materials.

In research question two, it can be said that language problem does not affect the teaching of history. The language of students does not determine if the students can understand what their teaching is teaching them or not because language is not a barrier to the teaching of history.

In research question three, it can't be said that societal perception of the study of history lead to the negative attitude of students towards it. 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 research question four, it can be said the effects of unqualified teachers in the teaching of history in senior secondary schools is very high. Many researchers are of the opinion that lack of unqualified teachers in teaching History in most secondary schools are responsible for problems encountered in the teaching of the subject. In this regard, qualified teacher need to be deployed to schools so they can find it convenient without due cognizance to be interested in the learning.

In research question five, from the responses, lack of interest of the teacher affect the teaching of history. Teachers don't find it interesting to teach history as 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.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study was aimed at was to find Problems and Prospects of Teaching History in Secondary Schools in Ovia North East Local Government Area of Edo State.

This study reviewed works of several authors. To guide this study, five research questions were raised thus:

- Does lack of adequate instructional materials influence attitude in the study of history?
- Does language problem affect the teaching of history?
- Does the societal perception of the study of history lead to the negative attitude of students towards it?
- What are the effects of unqualified teachers in the teaching of history in senior secondary schools?

- Does lack of interest of the teacher affect the teaching of history?

From these five research questions were 20 items raised in the questionnaire to gather the data for this study. This questionnaire was subjected to a test-re-test reliability check and a reliability coefficient of 0.72 which shows that the instrument was reliable enough for the study and the data gathered were analyzed using the simple percentage and frequency method of analysis. The findings of the study included:

6. That lack of adequate instructional materials influence attitude in the study of history
7. That language problem does not affect the teaching of history.
8. That it can't be said that societal perception of the study of history does not lead to the negative attitude of students towards it.
9. That the effects of unqualified teachers in the teaching of history in senior secondary schools is very high.
10. That lack of interest of the teacher affect the teaching of history.

Conclusions

From the findings of this study, it can be concluded that:

That lack of adequate instructional materials influence attitude in the study of history, that language problem does not affect the teaching of history, that it can't

be said that societal perception of the study of history does not lead to the negative attitude of students towards it, that the effects of unqualified teachers in the teaching of history in senior secondary schools is very high and that lack of interest of the teacher affect the teaching of history in Ovia North East Local Government Area of Edo State.

Recommendations

The following under listed are recommended based on the findings and conclusion of the study:

- Government should provide qualified teachers for the effective teaching of history in secondary schools.
- Instructional Materials should be made readily available for the effective teaching and learning of History.
- The teachers should be motivated to the teaching of history.

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APPENDIX

S/N	ITEM	SA	A	D	SD
	Does lack of adequate instructional materials influence students' attitude in the study of history				
1	There are no instructional materials in history				
2	Absence of field trips and excursions make history too Theoretical				
3	Absence of teaching aids affect the interest of students towards history				
4	Does the use of instructional materials simplify the teaching of history				
	Does language problem affect the teaching of history				
5	Does the use of advance vocabulary of teachers affect learning capacity of students				
	Does the societal perception of the study of history lead to the negative attitude of students' towards it				
6	Does societal view affect commitment to history				
7	Does the future prospects of history depend on societal value and recognition				
8	Does the society encourage teaching of history				
9	Does the society provide good career prospects for History				
	What are the effects of unqualified teachers in the teaching of history in senior secondary schools				
10	Does the effect of unqualified teachers lead to poor learning of history				
11	Does the effect of unqualified teachers lead to low				

	Performances of students' in history				
12	Do secondary schools lack qualified history teachers				
13	Is the poor teaching of history a result of unqualified teacher				
	Does lack of interest of the teacher affect the teaching of history				
14	Does indifference of teachers affect the teaching of History				
15	Does nonchalant attitude of students affect teachers Interest in history				
16	Does the vastness of the subject affect teachers interest In the teaching of history				
17	Does the societal recognition of history affect teachers interest in the teaching of history				

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

QUESTIONNAIRE ON TEACHING HISTORY IN SENIOR SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO STATE, PROBLEMS AND PROSPECTS (THQ)

This questionnaire is intended to attain a general view and opinion of teachers on the problems and prospects of teaching and learning of history in senior secondary schools in Ovia north east local government area of Edo State.

It is an academic research and therefore any information given by the researchers will be treated with utmost confidence.

SECTION A: BIO-DATA

INSTRUCTION: Please tick () for the opinion that best suits you.

Sex: Male () Female ()

Age Range: 25-35 () 36-46 () 47 and above ()

Class taught: SS1 () SS2 () SS3 ()

SECTION B:

INSTRUCTION: Please tick the box that best suits you

Keywords;

Strongly Agree -- SA

Agreed -- A

Disagree -- D

Strongly Disagree -- SD

